Office of Vocational and Adult Education (OVAE)

National Reporting System (NRS) State User Guide

Version 14.0

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Date: April 11, 2014

Description:

This document provides instructions for State Users to view and manipulate data associated with their respective states within the OVAE NRS application.

Document History

Date	Version	Description	Author
12/02/03	1.0	Initial release	S. Lancaster
11/09/05	6.0	Update	K. Spicer
11/20/06	7.0	Initial Release of Appendix D – FSR Quick Reference Guide	K. Spicer
08/23/07	7.2	Verified document to include information on Longitudinal Reports and formatted document	S. Lancaster
05/06/08	8.0	Updated for v8.0	C. Knittel
06/18/08	8.0	Updated Appendix A – OVAE NRS Statistical Table Data Upload Instructions and File Format Examples	C. Knittel
06/30/08	8.0	Updated to reflect new v8.0 requirements	C. Knittel
08/04/08	8.0	Updated the following sections: • Getting Started • Narrative Report “Action” Options	C. Knittel
06/02/09	9.0	Updates screen shot for FSR tables	R. Barthle
07/07/09	9.0	Add the Data Quality Checklist section	R. Barthle
09/29/09	9.0	Removed the word “survey” from Data Quality Checklist entries and updated screenshots	S. Astavans
10/16/09	9.1	Updated for v9.1	S. Astavans
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12/17/10	9.2	Updated for v9.2	S. Astavans
08/10/11	9.3	Updated for v9.3	S. Astavans
11/14/11	10.0	Updated for v10.0	S. Astavans
06/15/2012	11.0	Updated for v11.0	H. Dickey
12/26/2012	11.2	Updated for v.11.2	H.Dickey
12/28/2012	11.4	Updated for v.11.4	H.Dickey
04/26/2013	12.0	Updated for v12.0	H.Dickey
01/31/2014	13.0	Updated for v13.0	H.Dickey
04/11/2014	14.0	Updated for v14.0, sprint 1	H.Dickey
04/29/2014	14.0	Updated for v14.0, sprint 2	H.Dickey
07/08/2014	14.0	Updated for v14.0, sprint 3	H.Dickey

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1 Introduction to OVAE NRS

1.1 Purpose

This document was created to provide NRS state users with a set of instructions on the functionality of the Division of Adult Education and Literacy (DAEL) National Reporting System (NRS) application.

1.2 Access

The following is a listing of the user groups and their roles when accessing the OVAE NRS application:

System Administrator **–** Manages user accounts; manages agency accounts; approves/rejects data submission; ensures data integrity; views, edits, uploads and prints data.

State Administrator **–**Views, edits, uploads and prints state data.

State User **–** Views, edits, uploads and prints data relative to their respective state.

Public User – Views and prints data.

Federal User – Approves/Rejects Documents accessing "Review and Approve Documents" link on the Admin page. Views and prints data and reports for all states.

1.3 Overview

The Workforce Investment Act, among a variety of other legislation, requires a means for measuring the effectiveness of adult education programs. OVAE established the NRS for Adult Education for exactly that purpose.

The OVAE NRS application is a central database repository of data collected for national reporting purposes. Users can view data and generate reports on nationwide and statewide vocational and adult education statistics.

For OVAE NRS program and reporting guidelines information, log onto http://www.nrsweb.org/.

2 GETTING STARTED

OVAE NRS has been tested using Internet Explorer 7. JavaScript must be enabled for the application to work properly. Please follow the below instructions to enable JavaScript in Internet Explorer 7. These steps may differ for other browsers.

1. Select Tools > Internet Options
2. Select Security tab
3. Select Custom Level button
4. Scroll down to Scripting section
5. Select to enable Active Scripting
6. Select OK button
7. Select OK button to close Internet Options

2.1 Login

To access the OVAE NRS login screen, open your Internet browser to http://wdcrobcolp01.ed.gov/CFAPPS/OVAE/NRS

The OVA NRS login screen appears. (Figure 1).

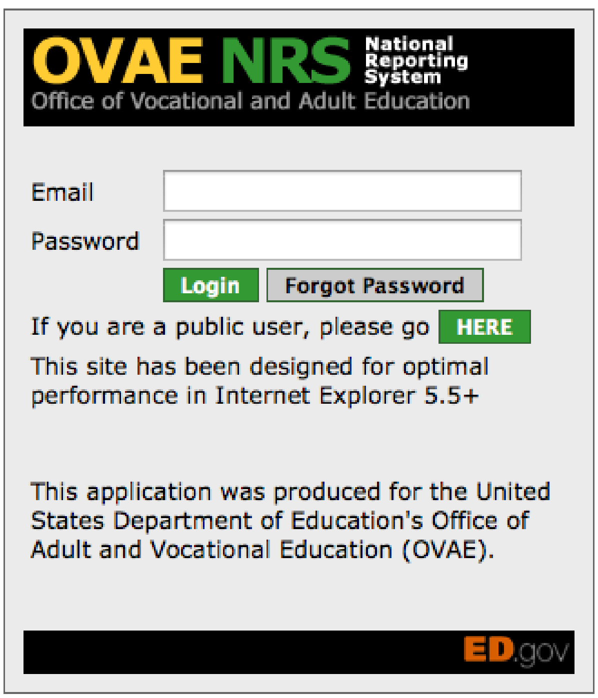

Figure 1. OVAE NRS Login Screen

Follow these steps:

1. Enter your email address and password in the appropriate fields.
2. Click the *Login* button.
3. The OVAE NRS user interface opens.

Note: If you cannot remember your password, click the *Forgot Password* button. An email will be sent to your registered email account with your password information.

2.2 Password Management

For security purposes, all passwords for NRS user accounts are subject to the following guidelines

1. Passwords more than 90 days old must be changed after the next login. The user cannot access any part of the NRS application until the password has been changed.
2. New passwords must meet the following guidelines for content:
    a. A minimum of eight characters.
    b. Elements of at least 3 of the following character groups:
        i. Uppercase letters
        ii. Lowercase letters
        iii. Numbers
        iv. Non-alphanumeric characters
    c. Cannot be the same as any of the last 5 stored passwords
3. For all users except System Administrators, passwords cannot be changed more than once in a 24-hour period. A system Administrator may change a user’s password as many times as needed.

2.3 Forgot Password

If a user forgets their password, they should enter their email address in the Email field on the OVAE NRS Login screen and click the Forgot Password button. A temporary password will be created and sent to the email address associated with the account. Upon logging in with the temporary password, the user must change their password before gaining access to any other section of the NRS application.

Once the Forgot Password feature has been utilized for an account, the pre-existing password for that account will not be valid anymore. The temporary password must be used.

2.4 OVAE NRS User Interface

2.4.1 *OVAE NRS Home Page*

The OVAE NRS application has been divided into four sections. The home page includes a display by title link for the three: (1) Statistical Section, (2) Financial Section, (3) Narrative section and (4) Guidelines section. To access a section, simply click on the link.

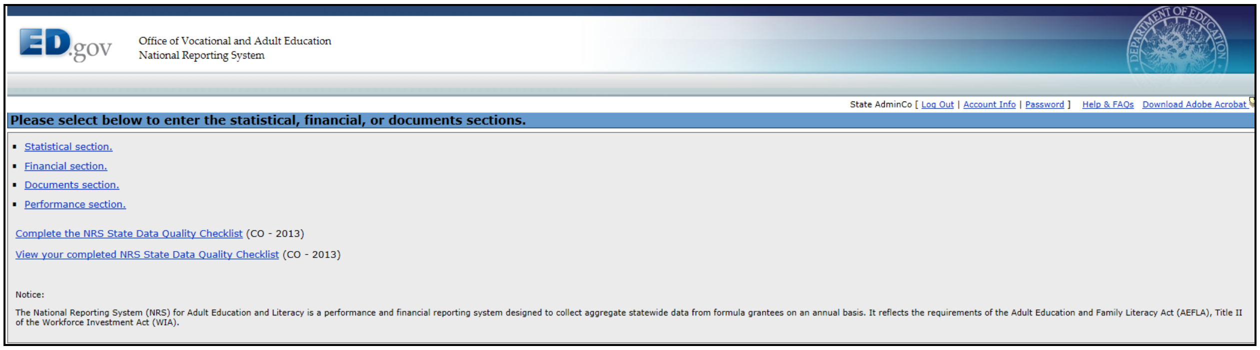

Figure 2. OVAE NRS Home Page

The OVAE NRS user interface includes two (2) main components:

2.4.2 OVAE NRS Banner

The OVAE NRS Banner (Figure 3) includes account management tools for the user.

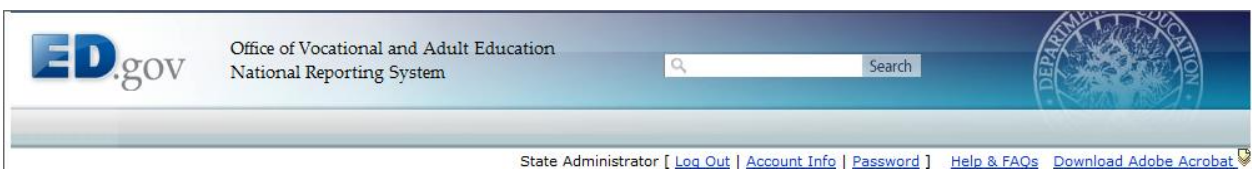

Figure 3. Sample OVAE NRS Banner

The banner options allow the user to view or edit account information; to change the access password; and to log out of the system. An online version of this State User Guide may be accessed by clicking the *Help & FAQs* link at any time.

2.4.3 OVAE NRS Header

The OVAE NRS Header can be broken down into two parts:

Part 1 consists of three (2) drop-down menus (see Figure 4) whose chosen values will serve as criteria for data output, as described in full detail within the following section, Section 3.1, *Data Selection Criteria*

In the Narrative section, the header will not contain the third drop-down menu (for *Select Table*), as there is only one narrative report per state and program year.

This portion of the header will not be shown in other sections.

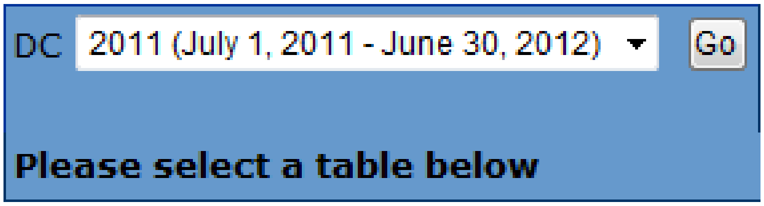

Figure 4. Data Selection Criteria

Part 2 consists of a tabs menu (see Figure 5), consisting of four (4) tabs: Tables, Documents, Performance, and Reports.

Figure 5. Tabs Menu

Note: An added feature of the OVAE Header is that upon clicking on any of the menu tabs, the background color of the header will change to correspond to the color of the selected tab. This color feature serves as a reminder to the user of the menu tab that he/she has chosen to work with.

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3 VIEWING STATISTICAL TABLE DATA

3.1 Data Selection Criteria

The selection criteria required for the viewing of table data includes the selection of a:

- Program Year
- Table Number

Table data can be viewed by choosing values for the data selection criteria, then clicking the *Go* button.

Note: Clicking on a table link, as opposed to choosing values for the data selection criteria and then clicking the *Go* button, will always display table data retrieved from the PREVIOUS data selection criteria process.

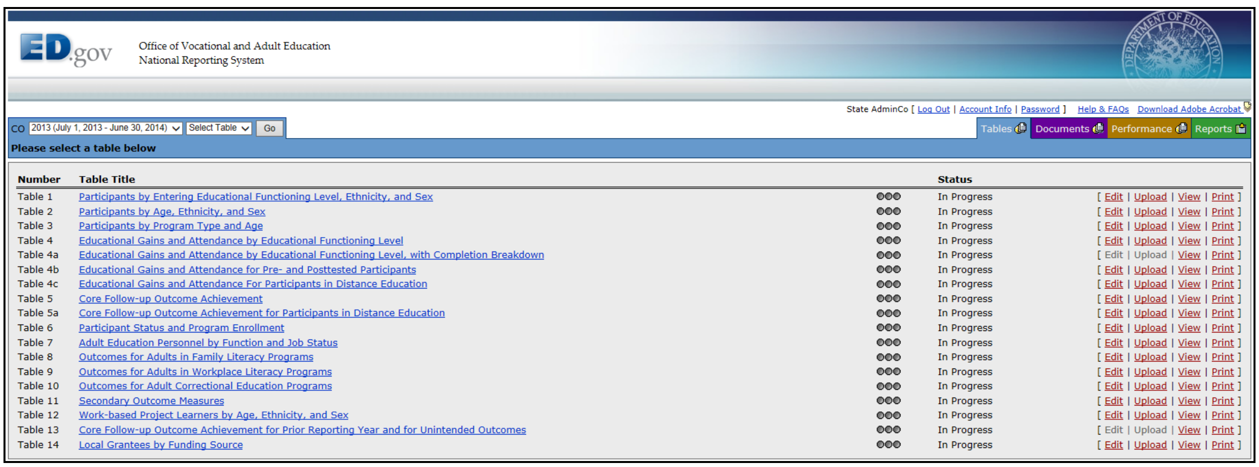


Figure 6. Sample Table Listing

4 MANIPULATING STATISTICAL TABLE DATA

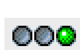
Within the OVAE NRS Header, lies a Tabs Menu (see **Error! Reference source not found.**) for use in manipulating table data. The tabs menu is conveniently defaulted to the *Tables* tab, providing a listing of table titles for the user to choose from while defining selection criteria.

4.1 Tables Tab

Clicking on the *Tables* tab will allow the user to view, print, and/or manipulate table data. A listing, by table number, is provided for user selection.

4.1.1 Table Status Indicators

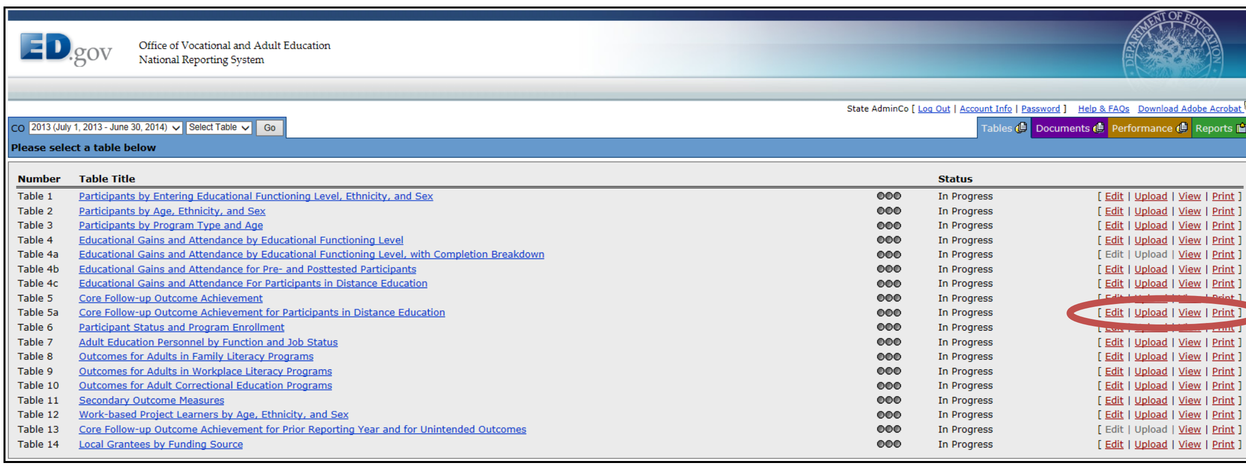
A color-coded indicator is used to indicate the current status of all tables included in the listing.



- ***Approved*** – an indication that the information that was submitted has been validated, approved, and the table locked by the system administrator. To edit approved data, contact the System Administrator to unlock the table.
- ***In Progress*** – an indication that although information has been entered and saved, it has not yet been submitted.
- ***Awaiting Approval*** – an indication that information has been submitted, awaits approval, and that the table has been locked by the system administrator. To edit data awaiting approval, contact the System Administrator to unlock the table.
- ***Rejected (Errors Present)*** – an indication that the information contained within the table submitted was rejected by the system administrator and, subsequently, an email was automatically generated and sent to the state administrator notifying him/her of such.

4.1.2 Table "Action" Options

Several actions may be performed on table data. Action options are available based on table status, as defined in Section 4.1.1, *Table Status Indicators* above. (Circled in Figure 7).



Number	Table Title	Status	
Table 1	Participants by Entering Educational Functioning Level, Ethnicity, and Sex	In Progress	[Edit | Upload | View | Print]
Table 2	Participants by Age, Ethnicity, and Sex	In Progress	[Edit | Upload | View | Print]
Table 3	Participants by Program Type and Age	In Progress	[Edit | Upload | View | Print]
Table 4	Educational Gains and Attendance by Educational Functioning Level	In Progress	[Edit | Upload | View | Print]
Table 4a	Educational Gains and Attendance by Educational Functioning Level, with Completion Breakdown	In Progress	[Edit | Upload | View | Print]
Table 4b	Educational Gains and Attendance for Pre- and Posttested Participants	In Progress	[Edit | Upload | View | Print]
Table 4c	Educational Gains and Attendance For Participants in Distance Education	In Progress	[Edit | Upload | View | Print]
Table 5	Core Follow-up Outcome Achievement	In Progress	[Edit | Upload | View | Print]
Table 5a	Core Follow-up Outcome Achievement for Participants in Distance Education	In Progress	[Edit | Upload | View | Print]
Table 6	Participant Status and Program Enrollment	In Progress	[Edit | Upload | View | Print]
Table 7	Adult Education Personnel by Function and Job Status	In Progress	[Edit | Upload | View | Print]
Table 8	Outcomes for Adults in Family Literacy Programs	In Progress	[Edit | Upload | View | Print]
Table 9	Outcomes for Adults in Workplace Literacy Programs	In Progress	[Edit | Upload | View | Print]
Table 10	Outcomes for Adult Correctional Education Programs	In Progress	[Edit | Upload | View | Print]
Table 11	Secondary Outcome Measures	In Progress	[Edit | Upload | View | Print]
Table 12	Work-based Project Learners by Age, Ethnicity, and Sex	In Progress	[Edit | Upload | View | Print]
Table 13	Core Follow-up Outcome Achievement for Prior Reporting Year and for Unintended Outcomes	In Progress	[Edit | Upload | View | Print]
Table 14	Local Grantees by Funding Source	In Progress	[Edit | Upload | View | Print]

Figure 7. Table Action Options

Action options include the following:

- ***Edit*** – Allows the user to edit table data. When editing table data, no commas may be entered. For values that equate to *Not Applicable* or *None*, "N/A" or "0" **MUST** be entered into the field – no field may be left blank. Data should be saved periodically. In particular, data **MUST** be saved before accessing other header tabs, and in instances where your system is expected to remain idle for longer than twenty minutes. Failure to save your data will result in a loss of your edits. *Clicking the* Submit *button commits the data for approval by the system administrator.*

  In the event of a *Warnings Present* message, data may be saved, but **NOT** submitted. The data should be edited to address the specific warnings. Upon completion, *clicking the* Submit *button commits the data for approval by the system administrator.*

In the event of an *ERROR* message, data may **NOT** be saved nor submitted. The data should be checked for accuracy, and corrections to errors found should be made. Failure to correct errors before leaving the page will result in a loss of data/input.

The Edit Table option is **NOT** available when a table's status is *Awaiting Approval* or *Approved*. At this point, the table is "locked". To have a table "unlocked" for editing, contact the System Administrator.

Note that when a user is editing a table for a particular state and year, the system will **NOT** prevent any other user (State User or State Administrator) from editing that table. If a user is unable to edit data because it is locked, the system will display a message (Figure 8) indicating that another user is editing the table and to try again later. To have a table "unlocked" for editing, click on the ***Unlock This Table*** button.

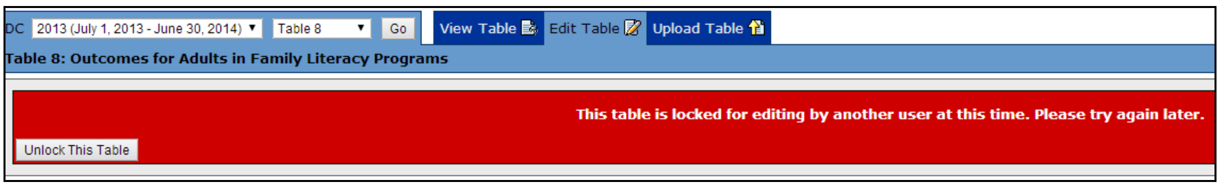


Figure 8. Table Lock Message

- ***Upload*** – Allows the user to upload a comma separated values (CSV) file containing table data, to be submitted for subsequent approval and commission to the data repository. The required format for the CSV file is very specific and must be followed to the letter. See Appendix A for instructions on how to create a CSV file and for file format examples.

  From the Upload Table interface, enter the file path and name in the field labeled *File*; or click on the *Browse* button to locate the CSV file on your computer. Once the file path and name has been inserted onto the interface, click the *Upload* button to upload the table data. **NOTE**: Regardless of the year that the user interface is set on, the table data will be uploaded to the year specified in the CSV upload file.

  At this point, you will be redirected to the Edit Table interface, where you must check the data for accuracy, make any changes, and/or correct any errors found. *Clicking the* Submit *button commits the data for approval by the system administrator*. Remember, when editing table data, no commas may be entered. For values that equate to *Not Applicable* or *None*, "N/A" or "0" **MUST** be entered into the field – No field may be left blank.

  Also, data should be saved periodically. In particular, data **MUST** be saved before accessing other header tabs and in the case where your system is expected to remain idle for longer than twenty minutes. Failure to save your data will result in a loss of your edits.

  Note that when a user is uploading data to a table for a particular state and year, the system will prevent any other user from uploading data to that table until the first user has finished uploading. If a user is unable to upload data because it is locked, the system will display a message indicating that another user is editing the table and to try again later. To have a table "unlocked" for uploading, contact the System Administrator.

- ***View**** – Allows the user the single option of viewing the data.
- ***Print*** *– Allows the user to output data to the screen at which time the user can then choose File, Print from their browser menu to output the data to a connected printer. **Note:** Printer properties may, or may not, need to be adjusted to "landscape" when printing.

***Note**: To protect the confidentiality of U.S. Department of Education data and tabulations containing information about individuals, while viewing or printing OVAE NRS data, table and report values (with the exception of monetary figures and percentages) from 1 to 5 will be suppressed and indicated by a "+". Also, the value of the total of any column or row will be suppressed if the column or row contains a suppressed value.

5 VIEWING FINANCIAL TABLE DATA

5.1 Data Selection Criteria

The selection criteria required for the viewing of table data includes the selection of a:

- State
- Program Year
- Table Number

Table data can be viewed by choosing values for the data selection criteria, then clicking the *Go* button.

Note: Clicking on a table link (see Figure 9), as opposed to choosing values for the data selection criteria and then clicking the *Go* button, will always display table data retrieved from the PREVIOUS data selection criteria process.

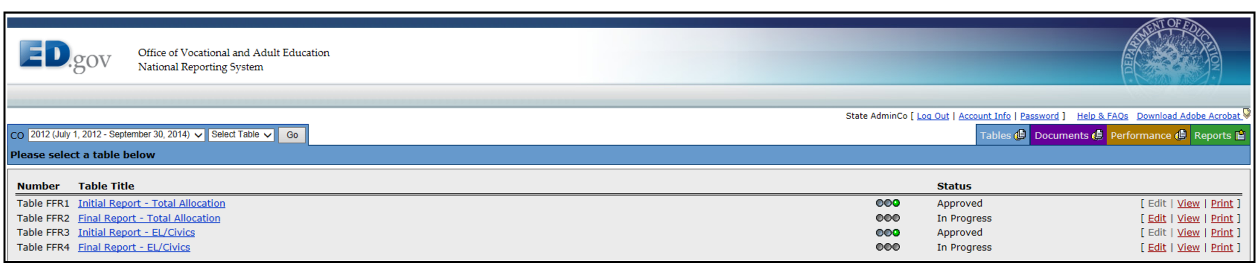


Figure 9. Sample Table Listing

6 MANIPULATING FINANCIAL TABLE DATA

Within the OVAE NRS Header lies a Tabs Menu (shown in Figure 5) for use in manipulating table data. The tabs menu is conveniently defaulted to the Tables tab, providing a listing of table titles for the user to choose from when defining selection criteria.

6.1 Tables Tab

Clicking on the *Tables* tab will allow the user to view, print, and/or manipulate table data. A listing, by table number, is provided for user selection.

6.1.1 Table Status Indicators

A color-coded indicator is used to indicate the current status of all tables included in the listing.

- ***Approved*** –  an indication that the information that was submitted has been validated, approved, and the table locked by the system administrator. To edit approved data, contact the System Administrator to unlock the table.
- ***In Progress*** –  an indication that although information has been entered and saved, it has not yet been submitted.
- ***Awaiting Approval*** –  an indication that information has been submitted, awaits approval, and that the table has been locked by the system administrator. To edit data awaiting approval, contact the System Administrator to unlock the table.
- ***Rejected (Errors Present)*** –  an indication that the information contained within the table submitted was rejected by the system administrator and, subsequently, an email was automatically generated and sent to the state administrator notifying him/her of such.

6.1.2 Table "Action" Options

Several actions may be performed on table data. Action options are available based on table status, as defined in Section 4.1.1, *Table Status Indicators* above. (Circled in Figure 10).

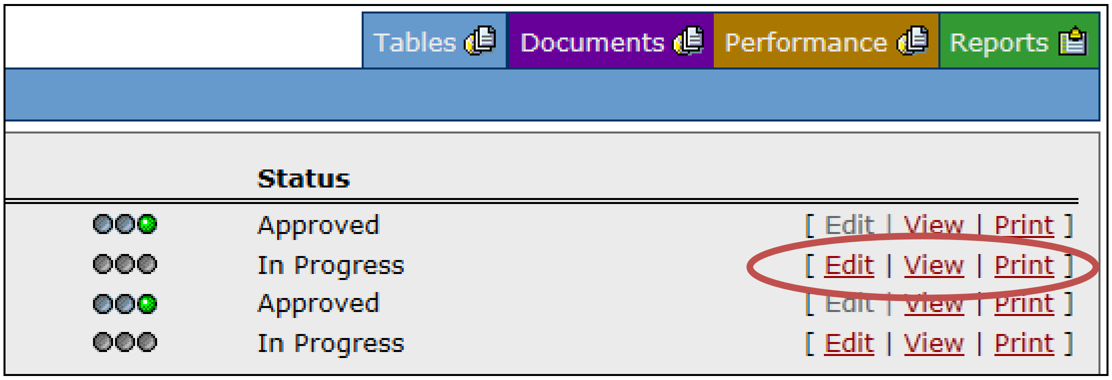
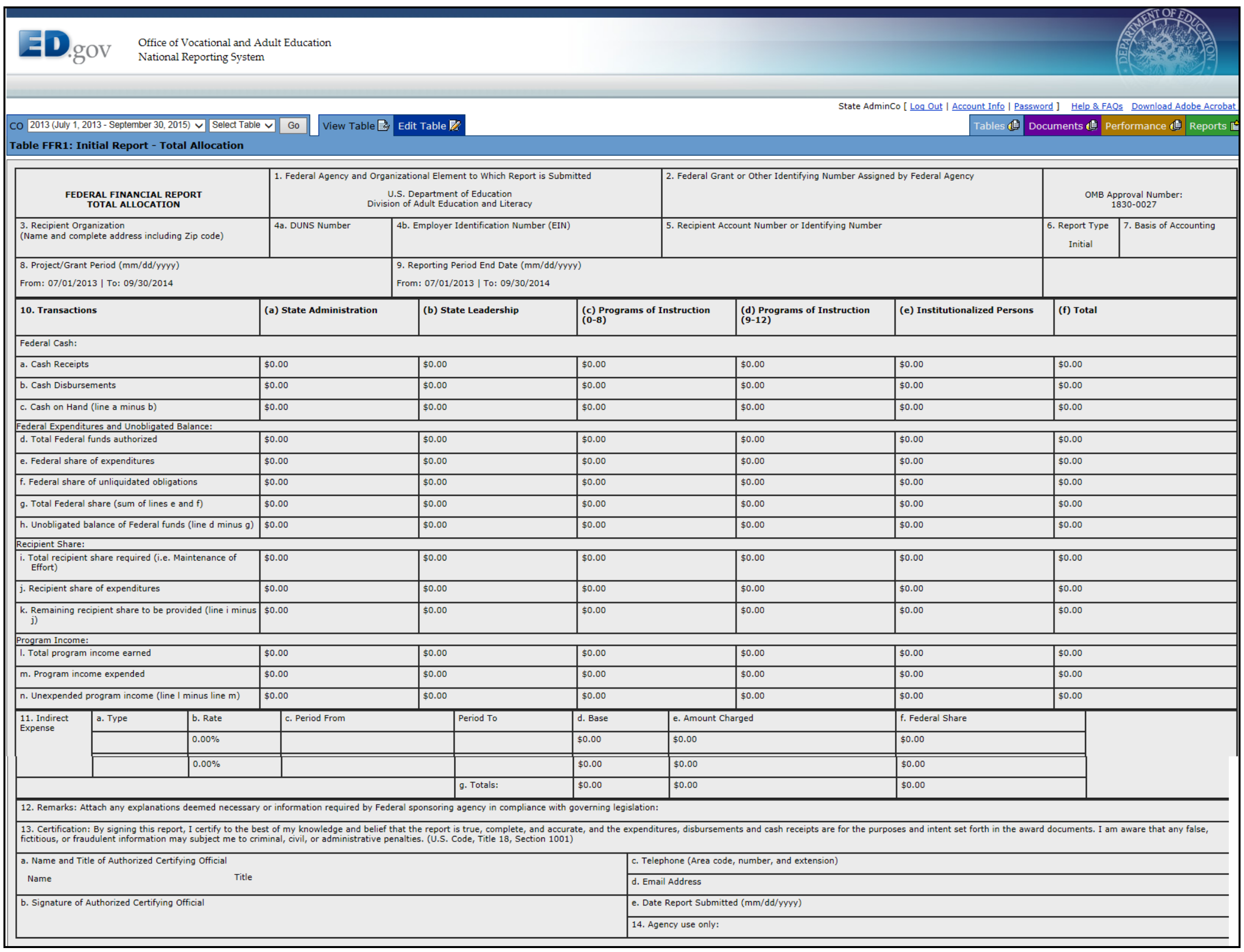


Figure 10. Table Action Options

The following screenshot (Figure 11) is the general interface for financial tables.



FEDERAL FINANCIAL REPORT TOTAL ALLOCATION	1. Federal Agency and Organizational Element to Which Report is Submitted: U.S. Department of Education, Division of Adult Education and Literacy	2. Federal Grant or Other Identifying Number Assigned by Federal Agency	OMB Approval Number: 1830-0027
3. Recipient Organization (Name and complete address including Zip code)	4a. DUNS Number; 4b. Employer Identification Number (EIN)	5. Recipient Account Number or Identifying Number	6. Report Type: Initial; 7. Basis of Accounting
8. Project/Grant Period (mm/dd/yyyy) From: 07/01/2013 | To: 09/30/2014	9. Reporting Period End Date (mm/dd/yyyy) From: 07/01/2013 | To: 09/30/2014		

10. Transactions	(a) State Administration	(b) State Leadership	(c) Programs of Instruction (0-8)	(d) Programs of Instruction (9-12)	(e) Institutionalized Persons	(f) Total
Federal Cash:						
a. Cash Receipts	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
b. Cash Disbursements	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
c. Cash on Hand (line a minus b)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Federal Expenditures and Unobligated Balance:						
d. Total Federal funds authorized	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
e. Federal share of expenditures	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
f. Federal share of unliquidated obligations	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
g. Total Federal share (sum of lines e and f)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
h. Unobligated balance of Federal funds (line d minus g)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Recipient Share:						
i. Total recipient share required (i.e. Maintenance of Effort)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
j. Recipient share of expenditures	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
k. Remaining recipient share to be provided (line i minus j)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Program Income:						
l. Total program income earned	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
m. Program income expended	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
n. Unexpended program income (line l minus line m)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

11. Indirect Expense	a. Type	b. Rate	c. Period From	Period To	d. Base	e. Amount Charged	f. Federal Share
		0.00%			$0.00	$0.00	$0.00
		0.00%			$0.00	$0.00	$0.00
				g. Totals:	$0.00	$0.00	$0.00

12. Remarks: Attach any explanations deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation:

13. Certification: By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purposes and intent set forth in the award documents. I am aware that any false, fictitious, or fraudulent information may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 18, Section 1001)

a. Name and Title of Authorized Certifying Official (Name / Title)	c. Telephone (Area code, number, and extension)
	d. Email Address
b. Signature of Authorized Certifying Official	e. Date Report Submitted (mm/dd/yyyy)
	14. Agency use only:

Figure 11. General User Interface for Financial Tables

An electronic signature is required for all FFR reports. The reports will be signed by a State User or State Administrator. The "*Provide Electronic Signature*" button will be available only to State Users and State Administrators.

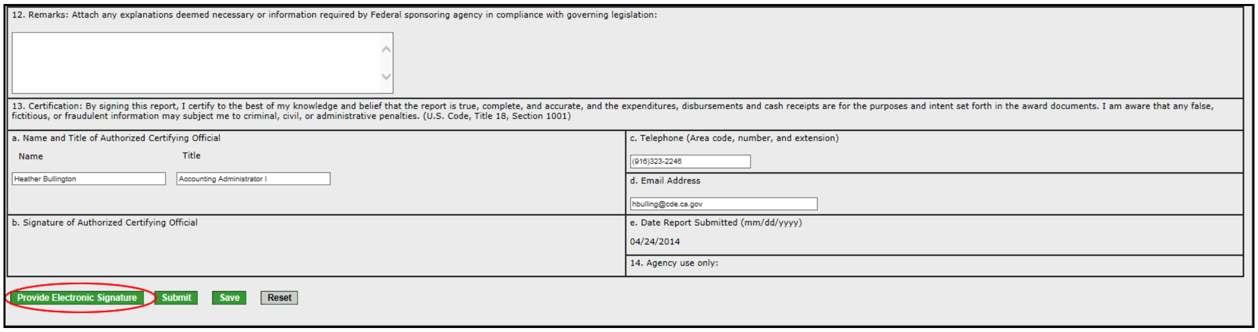


Figure 12a. Provide Electronic Signature

Figure 13b. NRS Electronic Signature Form

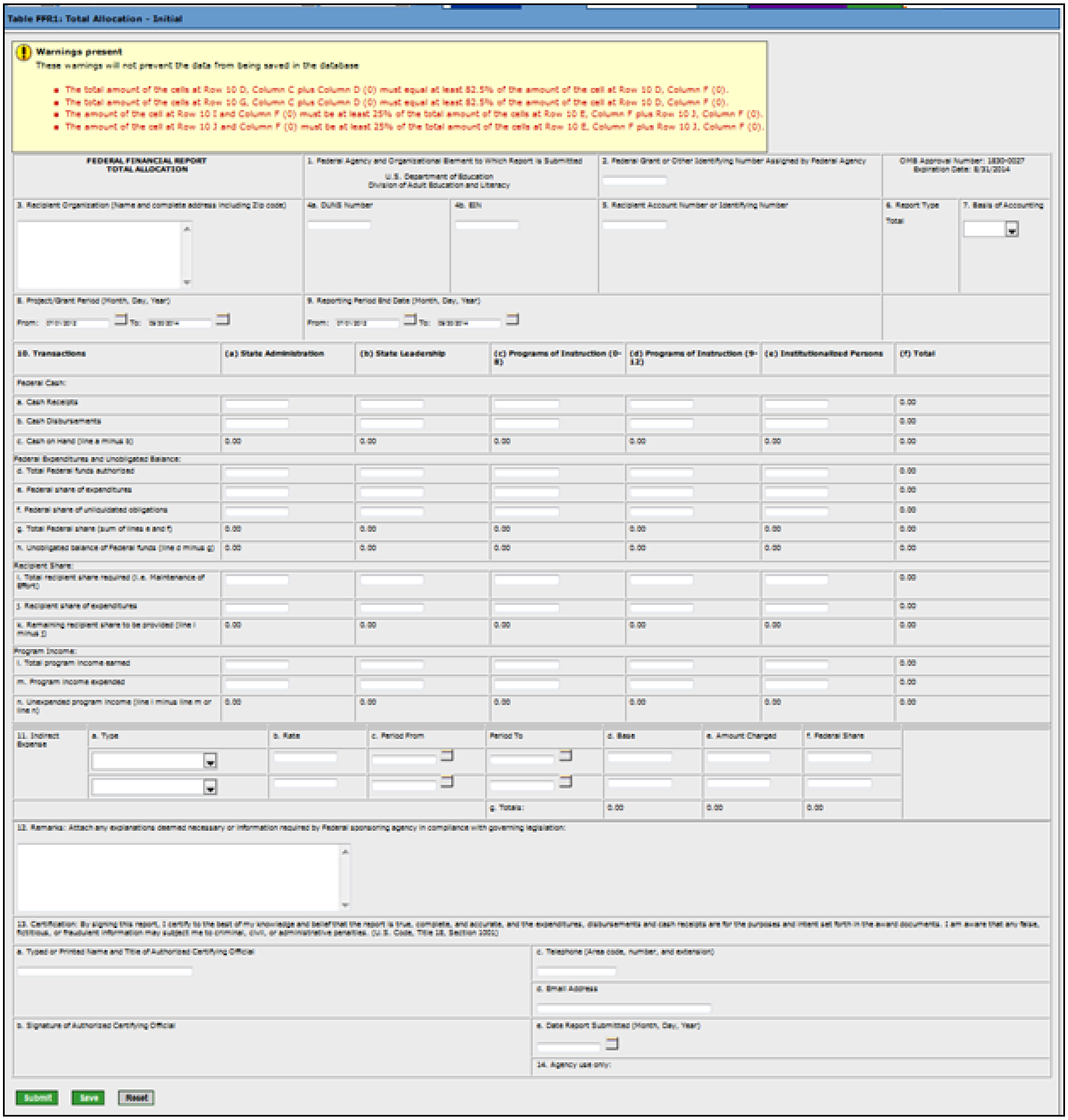


Figure 14c. General User Interface for Financial Tables (FFR)

Table action options include the following:

- ***Edit*** – Allows the user to edit table data. When editing table data, no commas or "$" symbols may be entered. For values that equate to *Not Applicable* or *None*, a zero **MUST** be entered into the field – no field may be left blank. Data should be saved periodically. In particular, data **MUST** be saved before accessing other header tabs, and in instances where your system is expected to remain idle for longer than twenty minutes. Failure to save your data will result in a loss of your edits. *Clicking the* Submit *button commits the data for approval by the system administrator.*

In the event of a *Warnings Present* message, data may be saved, but **NOT** submitted. The data should be edited to address the specific warnings. Upon completion, *clicking the Submit button commits the data for approval by the system administrator.*

In the event of an *ERROR* message, data may **NOT** be saved nor submitted. The data should be checked for accuracy, and corrections to errors found should be made. Failure to correct errors before leaving the page will result in a loss of data/input.

The Edit Table option is **NOT** available when a table's status is *Awaiting Approval* or *Approved*. At this point, the table is "locked". To have a table "unlocked" for editing, contact the System Administrator.

Note that when a user is editing a table for a particular state and year, the system will **NOT** prevent any other user (State User or State Administrator) from editing that table. If a user is unable to edit data because it is locked, the system will display a message (Figure 12) indicating that another user is editing the table and to try again later. To have a table "unlocked" for editing, click on the ***Unlock This Table*** button.

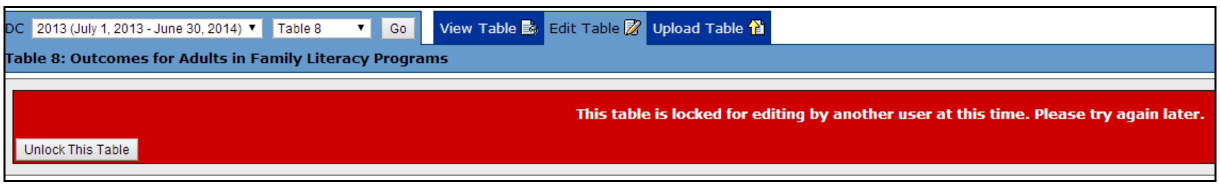


Figure 15. Table Lock Message

- ***Upload*** – Allows the user to upload a comma separated values (CSV) file containing table data, to be submitted for subsequent approval and commission to the data repository. The required format for the CSV file is very specific and must be followed to the letter. See Section 6.2, *Financial Table Data Upload Instructions and File Format Example* for instructions on how to create a CSV file and for file format examples.

  From the Upload Table interface, enter the file path and name in the field labeled File:; or click on the Browse button to locate the CSV file on your computer. Once the file path and name has been inserted onto the interface, click the Upload button to upload the table data. **NOTE**: Regardless of the year that the user interface is set on, the table data will be uploaded to the year specified in the CSV upload file.

  At this point, you will be redirected to the Edit Table interface, where you must check the data for accuracy, make any changes, and/or correct any errors found. *Clicking the* Submit *button commits the data for approval by the system administrator.* Remember, when editing table data, no commas or "$" symbols may be entered. For values that equate to *Not Applicable* or *None*, a zero **MUST** be entered into the field – No field may be left blank.

  Also, data should be saved periodically. In particular, data **MUST** be saved before accessing other header tabs and in the case where your system is expected to remain idle for longer than twenty minutes. Failure to save your data will result in a loss of your edits.

Note that when a user is uploading data to a table for a particular state and year, the system will prevent any other user from uploading data to that table until the first user has finished uploading. If a user is unable to upload data because it is locked, the system will display a message indicating that another user is editing the table and to try again later. To have a table "unlocked" for uploading, contact the System Administrator.

***Note**: There will be no uploads allowed for:
1. Final FSR for Program Year 2011
2. Initial FSR for Program Year 2012 and beyond
3. All FFRs

- ***View**** – Allows the user the single option of viewing the data.
- ***Print****– Allows the user to output data to the screen at which time the user can then choose File, Print from their browser menu to output the data to a connected printer. **Note:** Printer properties may, or may not, need to be adjusted to "landscape" when printing.

***Note**: To protect the confidentiality of U.S. Department of Education data and tabulations containing information about individuals, while viewing or printing OVAE NRS data, table and report values (with the exception of monetary figures and percentages) from 1 to 5 will be suppressed and indicated by a "+". Also, the value of the total of any column or row will be suppressed if the column or row contains a suppressed value.

6.2 Financial Table Data Upload Instructions and File Format Example

***Note**: There will be no uploads allowed for:

1. Final FSR for Program Year 2011
2. Initial FSR for Program Year 2012 and beyond
3. All FFRs

Unlike the Statistical Data tables, where the users must create their own custom comma-separated value (CSV) files by hand, the CSV files for the Financial Status Report (FSR) tables are created directly from official spreadsheets provided to the states by DAEL. This dissimilarity in the financial data upload process is due to the complexity of the report, and the fact that all states are required by OVAE to use these specific spreadsheets.

All development and testing of the FSR uploading capabilities were performed using **authentic original spreadsheets opened in Microsoft Excel in a windows environment**. We cannot guarantee the results using a different operating system or spreadsheet package. If the user has altered the FSR spreadsheets in any manner other than to enter data into the appropriate cells, there is a high likelihood that the upload process will fail, as such alterations will affect the data during the Excel to CSV conversion process.

To create the CSV file, open the spreadsheet in Microsoft Excel. If you have multiple reports on different tabs, you will have to save each tab separately into its own CSV file. Select the File option from the menu, then choose Save As. In the window that opens, change the file type to "CSV (comma-delimited) then click the "Save" button. You may be asked a confirmation question, stating that you will lose formatting by saving in this format. Choose to continue saving in CSV format despite the warning when prompted to. Please refer to the screenshot below as a guide.

Once saved, you do not need to alter the CSV file in any way.

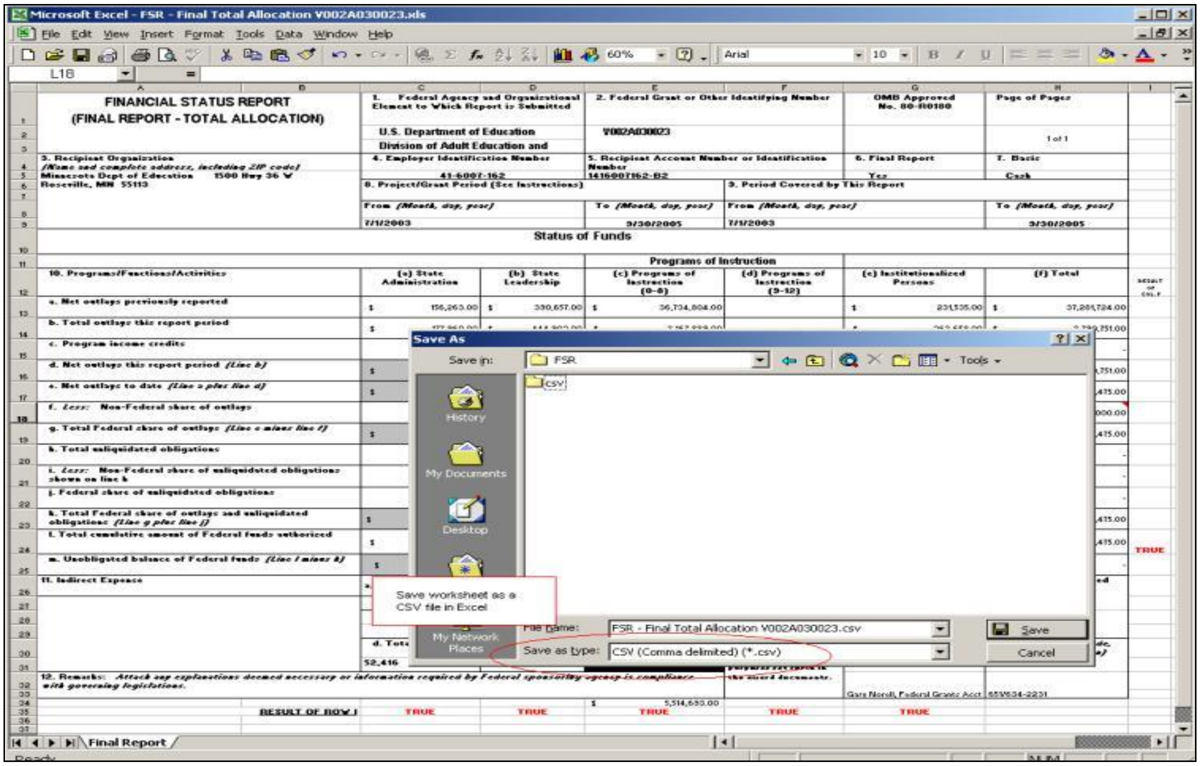


Figure 16. Sample Data Upload Spreadsheet

After the CSV files have been created, log in to the OVAE application, select Financial section, then select the desired table for upload. Click on the Upload tab located at the top of the page, and you will be directed to the upload process interface.

On this form selections must be made for the following items:

- The file to be uploaded. Click the *Browse* button and you will be taken to a list of the files on your computer. Locate the CSV file and double-click on it. This will automatically fill in the *File* field. Do not alter the value in this field manually.
- From the drop-down listing, select the FSR Table to which you are uploading. Ensure that you have made the correct selection; otherwise the data will be uploaded into the incorrect table.
- Select the Program Year for this report. Selecting the incorrect year will cause the data to be incorrectly assigned in the database.

Please see the image below for a screenshot of the upload interface.

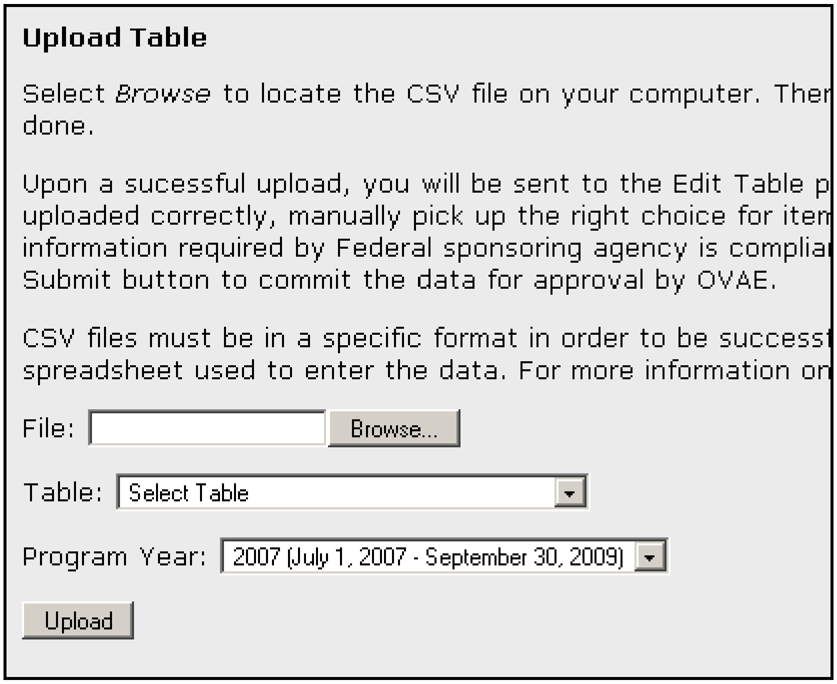


Figure 17. OVAE NRS Table Upload Interface

Click the *Upload* button when you are finished, and your data will be processed. If you submitted a valid CSV file, the data will be captured and you will be immediately taken to the Edit form associated with the uploaded data. Here you must review the data to ensure it was uploaded properly and submit it for error checking. If your CSV file was not in the expected format, or you failed to select values for one or more of the items on the upload interface, relevant error messages will be displayed.

Please note that, due to the format of the questions on the spreadsheet, we cannot upload the answers for sections 6 (Final Report), 7 (Basis) and 11a (Indirect Rate Type). You will have to manually enter these values via the Edit Table page. We apologize for the inconvenience in this matter.

7 VIEWING DOCUMENTS DATA

7.1 Data Selection Criteria

The selection criteria required for the viewing of documents data (see **Error! Reference source not found.**) includes the selection of a:

- State
- Program Year

Documents data can be viewed by choosing values for the data selection criteria, then clicking the *Go* button.

Note: The Report Title section (see Figure 15) will always display narrative report data retrieved from the PREVIOUS data selection criteria process as opposed to choosing values for the data selection criteria and then clicking the *Go* button.

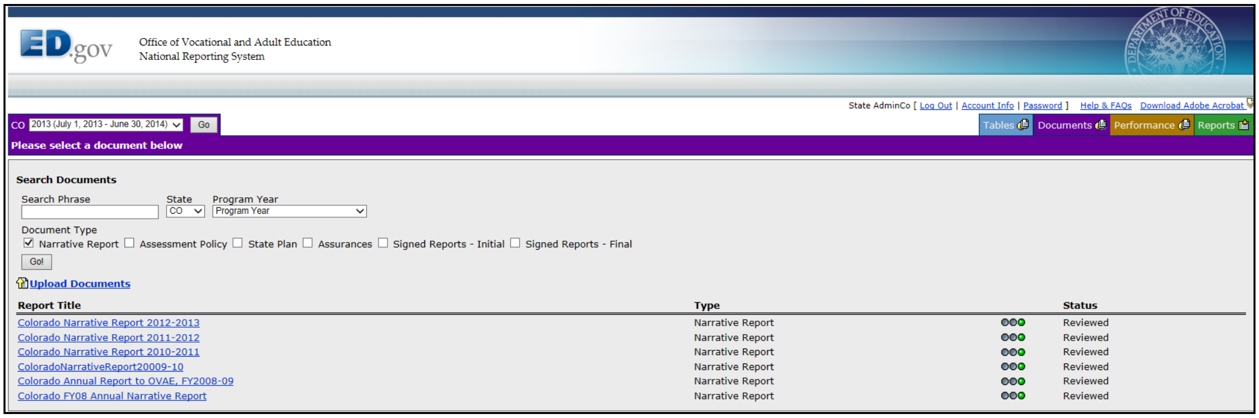


Figure 18. Documents page

7.2 Search Documents

You can search documents by keyword, state, program year, and document type. As shown in Figure 19 you have the option of entering a keyword, and selecting a state, program year, and document type to search. Once you have selected the search criteria, select the *Go!* button to see the results.

<u>*Document types:*</u>

a. Narrative report
b. Assessment Policy
c. State Plan
d. Assurances
e. Signed Reports – Initial
f. Signed Reports – Final

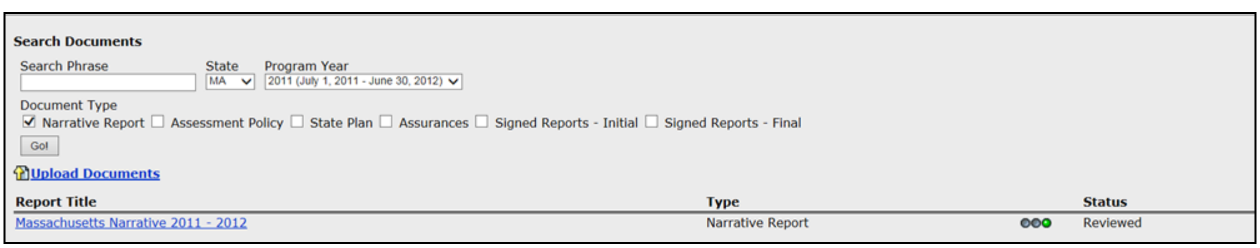


Figure 19. Documents search criteria

8 MANIPULATING DOCUMENTS DATA

Within the OVAE NRS Header lies a *Tabs* Menu (see **Error! Reference source not found.**) for use in viewing narrative report data.

8.1 Documents Tab

Clicking on the *Documents* tab will allow the user to view documents data. A listing is provided for user selection.

8.1.1 Documents Status Indicators

A color-coded indicator is used to indicate the current status of all narrative reports included in the listing.

- ***Reviewed*** – an indication that the information that was submitted has been validated, approved, and the table locked by the system administrator.
- ***Awaiting Review***– an indication that information has been submitted, awaits approval, and that the table has been locked by the system administrator.

8.1.2 Document "Action" Options

A couple of actions may be performed on narrative report data. Action options are available based on table status, as defined in Section 8.1.1, *Documents Status Indicators* above. (Circled inFigure 20).

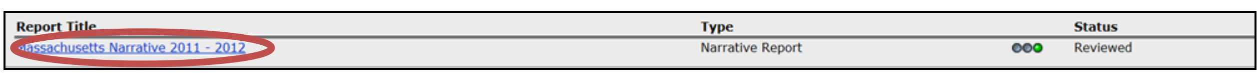


Figure 20. Documents Action Options

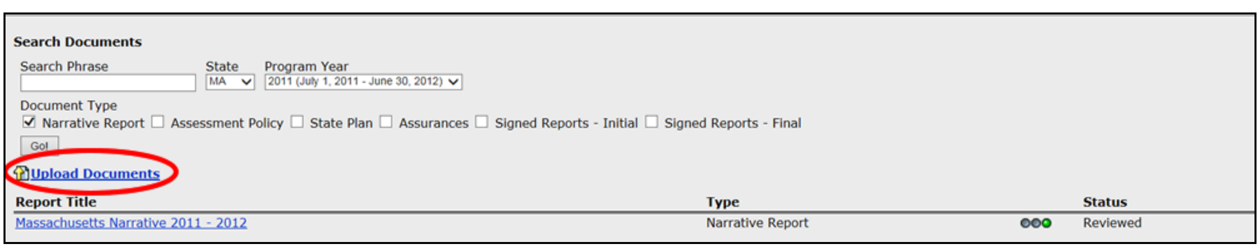


Figure 21. Documents Action Options

Table action options include the following:

i. ***Report Title Link*** – Allows the user the single option of viewing the data.

ii. ***Upload New Documents*** – Allows the user to upload a DOC, DOCX or PDF file to be submitted for subsequent approval and commission to the data repository.

From the Upload Documents interface (see Figure 18a), enter the file path and name in the field labeled *File*; or click on the *Browse* button to locate the DOC, DOCX or PDF file on your computer. Enter the title of the document, and select a document type, program year, and state. Once the file path and name, title, document type, program year, and state have been inserted onto the interface, click the *Upload* button to upload the document data.

Document types:

a. Narrative report data
b. Assessment Policy
c. State Plan
d. Assurances
e. Signed Reports – Initial
f. Signed Reports – Final

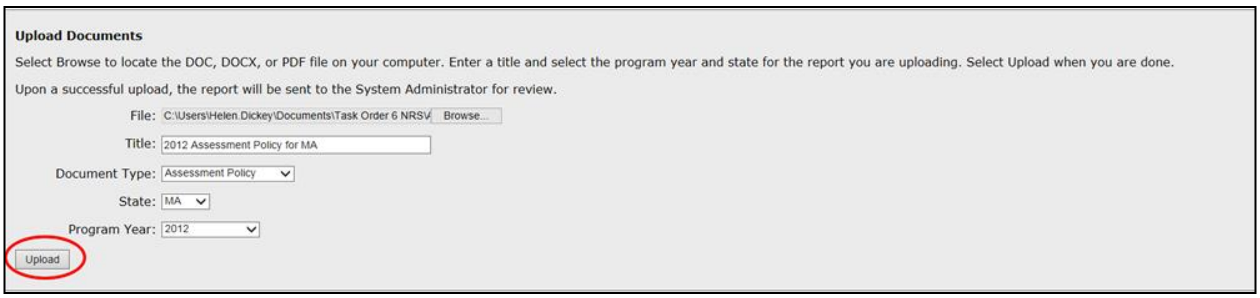


Figure 22a. Upload Documents

The Program Year will not be available if a report is uploaded for a state/program year /document type for which a report has already been submitted, and the report status is *Awaiting Review* or *Reviewed*.

You can return to the *Documents* tab at any time to view the status of your uploaded report.

Note: Instructions on narrative report titles and files formats will be included in OVAE's annual announcements.

9 Performance Tab

The Performance tab will be available to users with the following roles:

System Administrator

State Administrator

State User

Federal User

System Administrators and *Federal Users* will be able to view Performance Worksheet for all states.

State Administrators and *State Users* will be able to view Performance Worksheet for the user's assigned state.

The Performance main page is comprised of two sections (Figure 18b):

Performance Worksheet

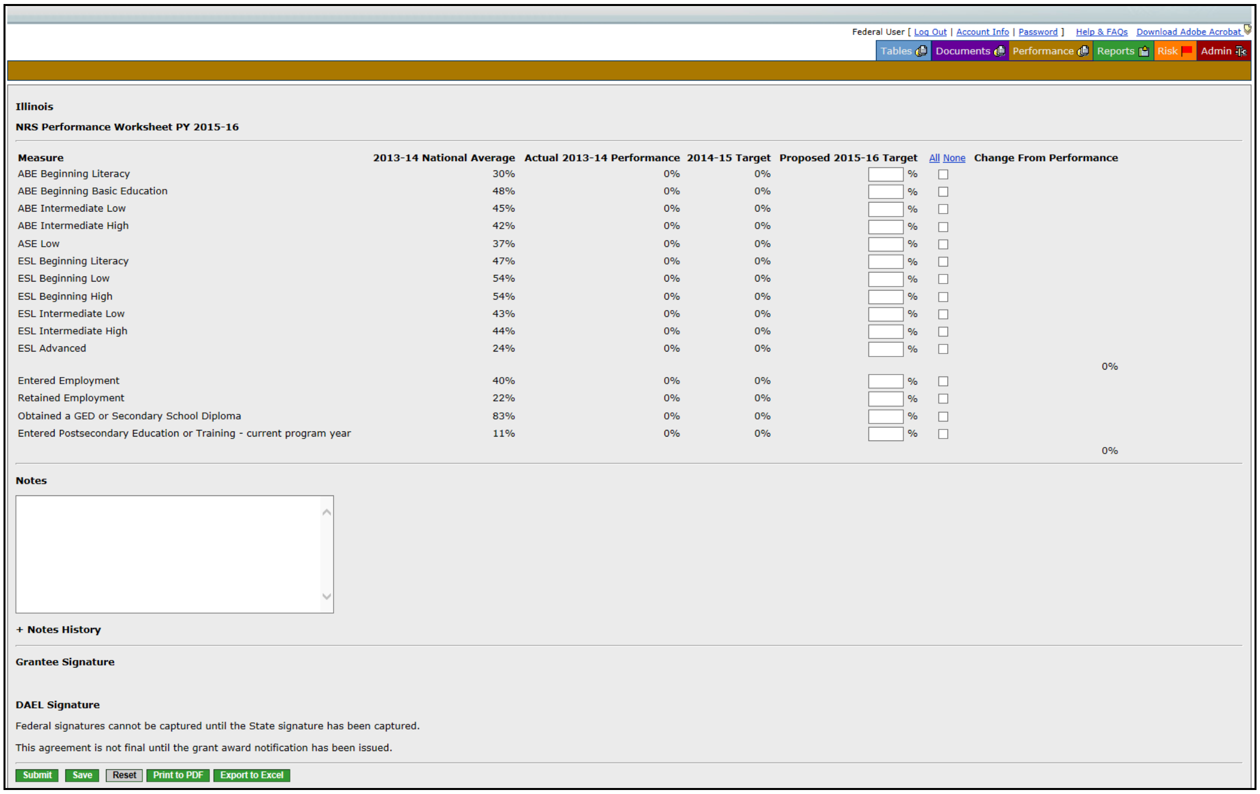
Reports

Figure 23b. Performance Page

9.1 Performance Worksheet

The Performance Worksheets will be available starting with PY 2015-2016.

To access a Performance Worksheet please select a Program Year and State. Click GO button (Figure 18c).



Measure	2013-14 National Average	Actual 2013-14 Performance	2014-15 Target	Proposed 2015-16 Target	All None	Change From Performance
ABE Beginning Literacy	30%	0%	0%	%		
ABE Beginning Basic Education	48%	0%	0%	%		
ABE Intermediate Low	45%	0%	0%	%		
ABE Intermediate High	42%	0%	0%	%		
ASE Low	37%	0%	0%	%		
ESL Beginning Literacy	47%	0%	0%	%		
ESL Beginning Low	54%	0%	0%	%		
ESL Beginning High	54%	0%	0%	%		
ESL Intermediate Low	43%	0%	0%	%		
ESL Intermediate High	44%	0%	0%	%		
ESL Advanced	24%	0%	0%	%		
						0%
Entered Employment	40%	0%	0%	%		
Retained Employment	22%	0%	0%	%		
Obtained a GED or Secondary School Diploma	83%	0%	0%	%		
Entered Postsecondary Education or Training - current program year	11%	0%	0%	%		
						0%

Figure 24c. Performance Worksheet

The Performance Worksheet will display National Average, Actual Performance, Target, and Proposed/Agreed Upon data for eleven Educational Functioning Levels and four Core Follow Up Outcome measures.

The Performance Worksheet will have three statuses:

In Progress
Submitted by State
Final Agreed Upon

The Performance Worksheet requires first an e-sign from State Administrator or State User. The System Administrator or Federal User will be able to e-sign the Performance Worksheet when the worksheet is agreed upon and signed by State Admin or State User.

9.2 Reports

The Reports section of the Performance page will allow users to generate the following reports (Figure 18d):

Incentive Award Eligibility Report
Performance History Report

Performance Target Report (Alphabetical)
Performance Target Report (Quartile)

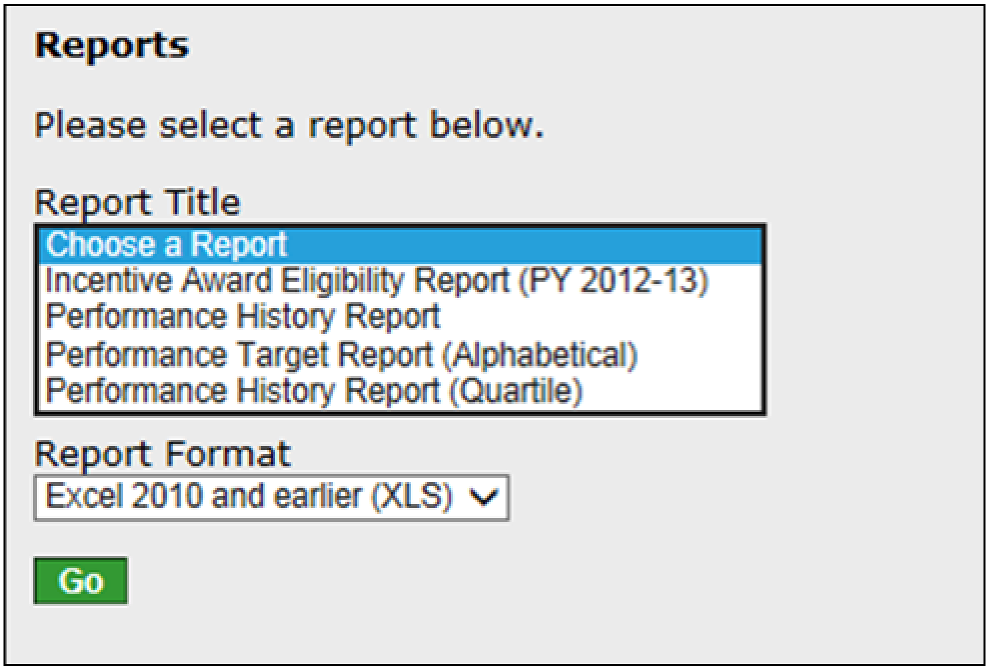


Figure 25d. Reports

9.2.1 Performance History Report

The System Administrators and Federal Users can generate this report for any state.

The State Administrators and State Users can only generate this report for their assigned state (Figure 18e).

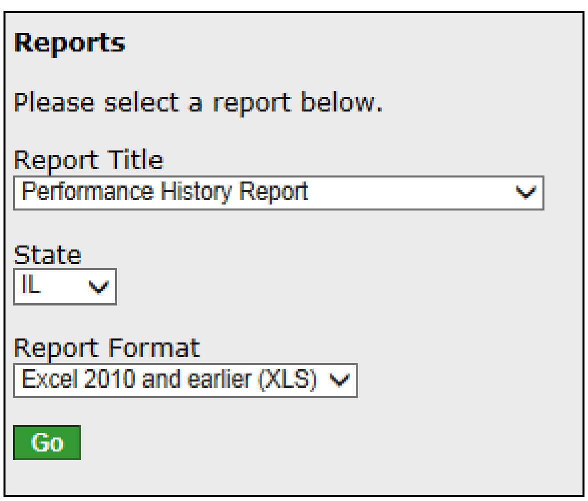


Figure 26e. Performance History Report Selection

To generate Performance History Report select:

Report
State (System Administrators and Federal Users)
Report Format
Click GO button.

The report will be generated in an Excel file (Figure 18f) that can be opened and saved from the browser.

The Performance History Report will display on each tab a data table for each Educational Functioning Level and Core Follow Up Measures.

ABE Beginning Literacy

Year	Target History	Actual History	Enrollment	Rank	National Average	Quartile	Pre/Post Test Rate
2015							
2014							
2013	44%				30%		
2012	40%	43%	683	20	44%	3	53%
2011	44%	45%	620	18	42%	3	61%
2010	47%	39%	572	24	40%	2	57%
2009	39%	44%	1007	17	36%	3	65%
2008	47%	46%	1166	19	37%	3	66%
2007	42%	38%	1237	23	37%	2	62%

ABE Beginning Literacy / ABE Beginning Basic Education / ABE Intermediate Low / ABE Intermediate High / ASE Low / ESL Beginning Literacy / ESL

Figure 27f. Performance History Report

9.2.2 Performance Target Reports

The System Administrators, Federal Users, State Administrators and State Users can generate this report (Figure 18g).

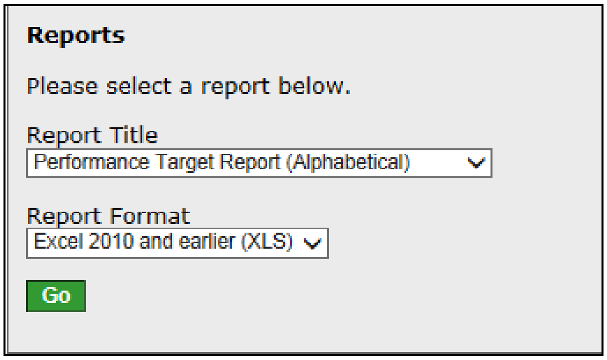


Figure 28g. Performance Target Report Selection

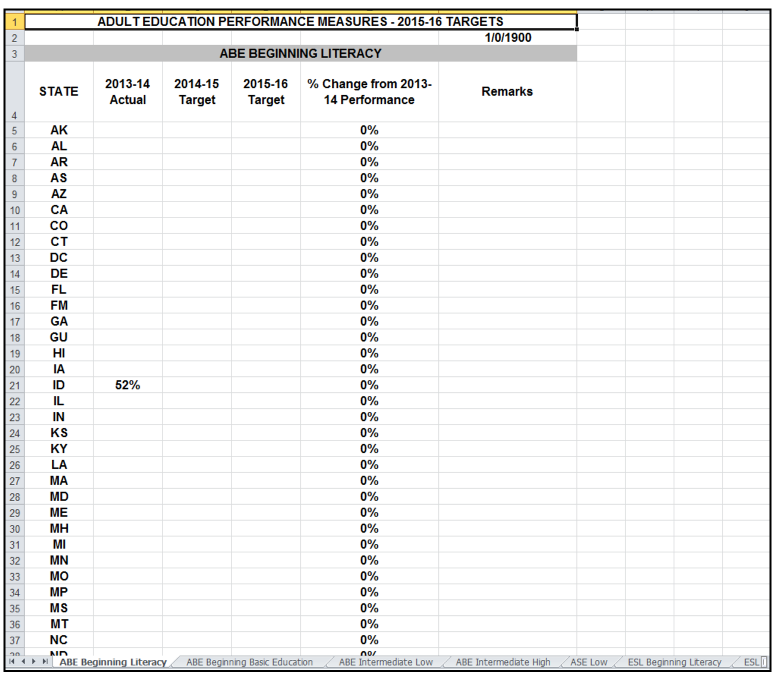
To generate Performance Target Report select:

Report

Report Format

Click GO button.

The report will be generated in an Excel file (Figure 18h) that can be opened and saved from the browser. The Performance Target Report will display on each tab a data table for each Educational Functioning Level and Core Follow Up Measures.



ADULT EDUCATION PERFORMANCE MEASURES - 2015-16 TARGETS

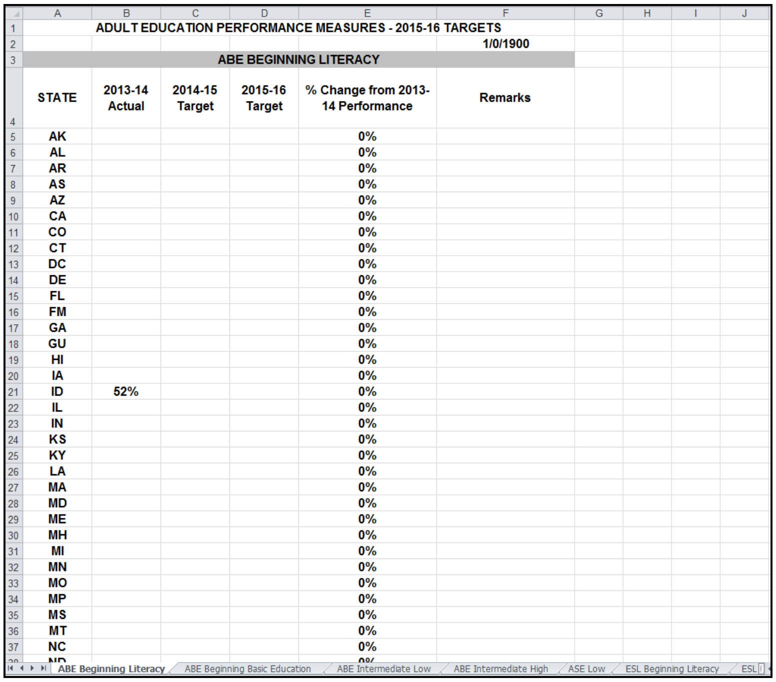
1/0/1900

ABE BEGINNING LITERACY

STATE	2013-14 Actual	2014-15 Target	2015-16 Target	% Change from 2013-14 Performance	Remarks
AK				0%	
AL				0%	
AR				0%	
AS				0%	
AZ				0%	
CA				0%	
CO				0%	
CT				0%	
DC				0%	
DE				0%	
FL				0%	
FM				0%	
GA				0%	
GU				0%	
HI				0%	
IA				0%	
ID	52%			0%	
IL				0%	
IN				0%	
KS				0%	
KY				0%	
LA				0%	
MA				0%	
MD				0%	
ME				0%	
MH				0%	
MI				0%	
MN				0%	
MO				0%	
MP				0%	
MS				0%	
MT				0%	
NC				0%	

ABE Beginning Literacy / ABE Beginning Basic Education / ABE Intermediate Low / ABE Intermediate High / ASE Low / ESL Beginning Literacy / ESL

Figure 29h. Performance Target Report (Alphabetical)



ADULT EDUCATION PERFORMANCE MEASURES - 2015-16 TARGETS

1/0/1900

ABE BEGINNING LITERACY

STATE	2013-14 Actual	2014-15 Target	2015-16 Target	% Change from 2013-14 Performance	Remarks
AK				0%	
AL				0%	
AR				0%	
AS				0%	
AZ				0%	
CA				0%	
CO				0%	
CT				0%	
DC				0%	
DE				0%	
FL				0%	
FM				0%	
GA				0%	
GU				0%	
HI				0%	
IA				0%	
ID	52%			0%	
IL				0%	
IN				0%	
KS				0%	
KY				0%	
LA				0%	
MA				0%	
MD				0%	
ME				0%	
MH				0%	
MI				0%	
MN				0%	
MO				0%	
MP				0%	
MS				0%	
MT				0%	
NC				0%	

ABE Beginning Literacy / ABE Beginning Basic Education / ABE Intermediate Low / ABE Intermediate High / ASE Low / ESL Beginning Literacy / ESL

Figure 308i. Performance Target Report (Quartile)

For the Alphabetical Report, the system will display the data tables in alphabetical order by State's two letter abbreviation.

For the Quartile Report, the system will sort the data tables based on the values in the Target column (for which the targets are being negotiated) in descending order.

9.2.3 Incentive Award Report

The System Administrators and Federal Users can generate this report.

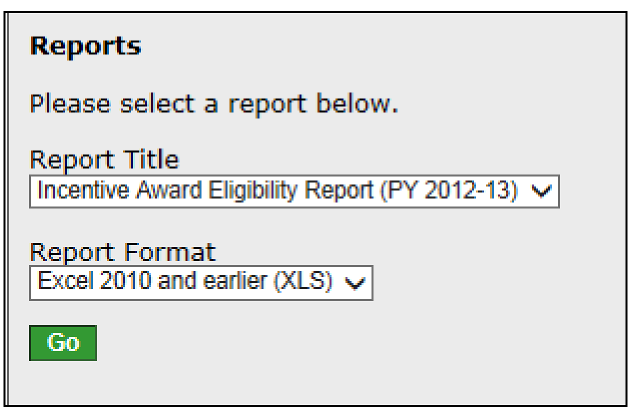


Figure 31j. Incentive Award Eligibility Report Selection

To generate Incentive Award Eligibility Report select:

Report

Report Format

Click GO button.

The report will be generated in an Excel file (Figure 18k) that can be opened and saved from the browser.

Incentive Award Eligibility Report

STATE: Alaska

YEAR: PY 2012-2013

Measures	*Target*	*Actual Performance*	*Percent Achieved*
ABE Beginning Literacy	27%	24%	0%
ABE Beginning Basic Education	24%	24%	0%
ABE Intermediate Low	22%	23%	0%
ABE Intermediate High	20%	17%	0%
ASE Low	14%	11%	0%
ESL Beginning Literacy	20%	22%	0%
ESL Beginning Low	14%	17%	0%
ESL Beginning High	24%	29%	0%
ESL Intermediate Low	30%	30%	0%
ESL Intermediate High	12%	11%	0%
ESL Advanced	25%	38%	0%
Entered Employment		43%	
Retained Employment		29%	
Obtained a GED or Secondary School Diploma		83%	
Entered Postsecondary Education or Training - current program year		30%	
	OVERALL AVERAGE		0%

_____ *State has exceeded the expected levels of performance*

_____ *State has not exceeded the expected levels of performance.*

Figure 32k. Incentive Award Eligibility Report

The Incentive Award Eligibility Report will be generated for the most recent year for which the state has submitted performance data. Each tab in the Excel file will displays a data table for each of the 50 states, District of Columbia, and Puerto Rico.

10 Reports Tab

The Reports tab encompasses a wide array of reports that can be output based on an assortment of selection criteria run against the data stored within the repository.

There are five (5) categories of reports that can be generated within the OVAE NRS application:

Aggregate Table Reports

Static Reports

Ad Hoc Reports: Longitudinal

Ad Hoc Reports: Enrollment Data

Ad Hoc Reports: Educational Gains Data

Clicking on the *Reports* tab will provide the user a listing of report interfaces to be used in generating OVAE NRS reports.

10.1 Aggregate Table Reports

The Aggregate Table Report (Figure 33) option allows the user to generate reports based on a combination of criteria, including the selection of:

- A table from a listing of fixed aggregate data tables;
- A specific Region or across All Regions. See Appendix C for a Regions listing;
- A defined time period determined by the selection of a Program Year start and a Program Year end.

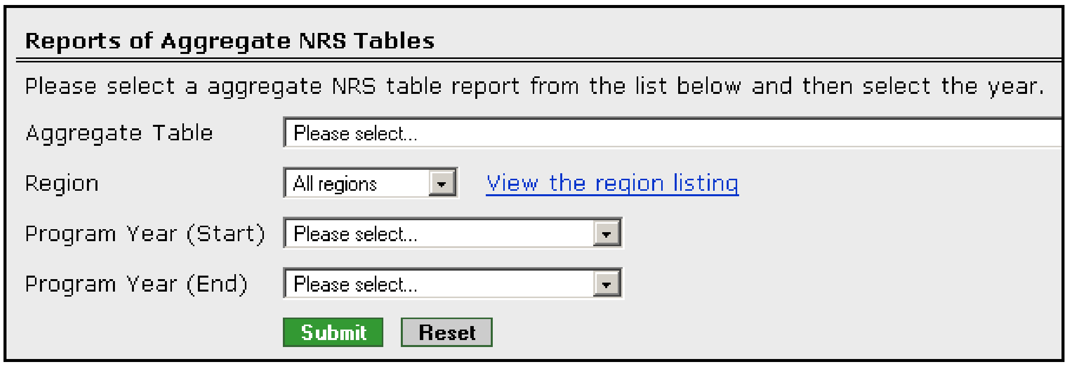


Figure 33. Aggregate Table Reports Interface

Using the drop-down menus, choose the values to be used as selection criteria for your report. You may clear your selections and start over at any time by clicking the *Reset* button.

Clicking the *Submit* button will generate the report and output it to the screen. At this point, you have three (3) options:

- Print the report by choosing *File, Print* from your browser menu to output the data to a connected printer, or
- Click the *Export to Excel* button, which will convert the data to a Microsoft Excel spreadsheet, launch Microsoft Excel and output the data to the screen. The data can then be edited, manipulated, and/or printed, or
- Click the *Back* button to go back to the previous menu of report options.

Note: Printer properties may, or may not, need to be adjusted to "landscape" when printing.

10.2 Static Reports

The Static Report (Figure 34) option allows the user to generate reports based on a combination of criteria, including the selection of:

- A table from a listing of tables, each created based on a single dataset using data stored within the repository;
- A specific Region, multiple regions, or across All Regions. See Appendix C for a Regions Listing. Or a specific state, multiple states, or across All States;
- A defined time period determined by the selection of a Program Year start and a Program Year end.

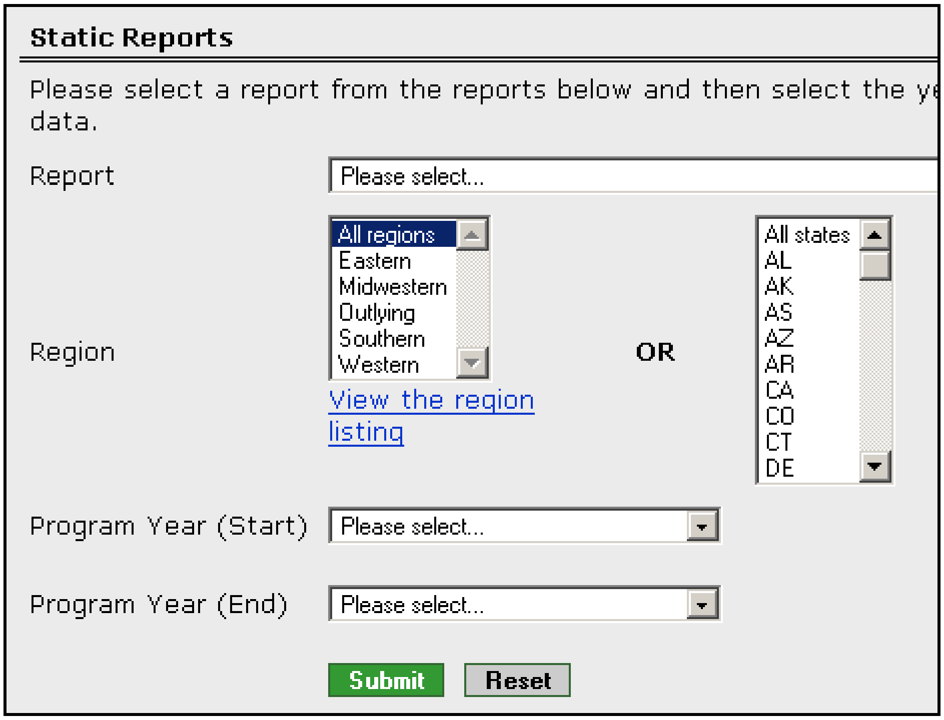


Figure 34. Static Reports Interface

Using the drop-down menus, choose the values to be used as selection criteria for your report. You may clear your selections and start over at any time by clicking the *Reset* button.

Clicking the *Submit* button will generate the report and output it to the screen. At this point you have three (3) options:

- Print the report by choosing *File*, *Print* from your browser menu to output the data to a connected printer, or
- Click the *Export to Excel* button, which will convert the data to a Microsoft Excel spreadsheet, launch Microsoft Excel and output the data to the screen. The data can then be edited, manipulated, and/or printed, or
- Click the *Back* button to go back to the previous menu of report options.

Note: Printer properties may, or may not, need to be adjusted to "landscape" when printing.

10.3 Ad Hoc Reports: Longitudinal

The Ad Hoc Reports (Figure 35) option allows the user to generate reports on Longitudinal Data based on criteria selected in an ad hoc fashion, including the selection of one of the following reports:

1. Enrollment by Race/Ethnicity and Educational Functioning Level
2. Enrollment by Age Cohort and Educational Functioning Level
3. Number of Participants Achieving Goal of Obtaining a GED or Secondary School Diploma
4. Total Numbers of Full-time Local Teachers, Counselors and Paraprofessionals
5. Number of Participants Achieving Goal of Entering Postsecondary Education or Training
6. Total Numbers of Part-time Local Teachers, Counselors and Paraprofessionals
7. Number and Percent of Students Who Enter Employment, By Year
8. Number and Percent of Students Who Retained Employment, By Year
9. Number of Students Completing One or More Levels in ABE, ASE and ESL
10. Number of Students Employed, Unemployed, or not in the Labor Force: Status by Year
11. Number of Students Employed, Unemployed, or not in the Labor Force: Status Percentages by Year
12. Number of Students Employed, Unemployed, or not in the Labor Force: Status Numbers by Year

You can further define your report by selecting from the following criteria:

- A defined time period determined by the selection of a Program Year start and a Program Year end;
- An Age Group or a Race/Ethnicity (may only choose one or the other)
- A specific state, multiple states, or a National report;

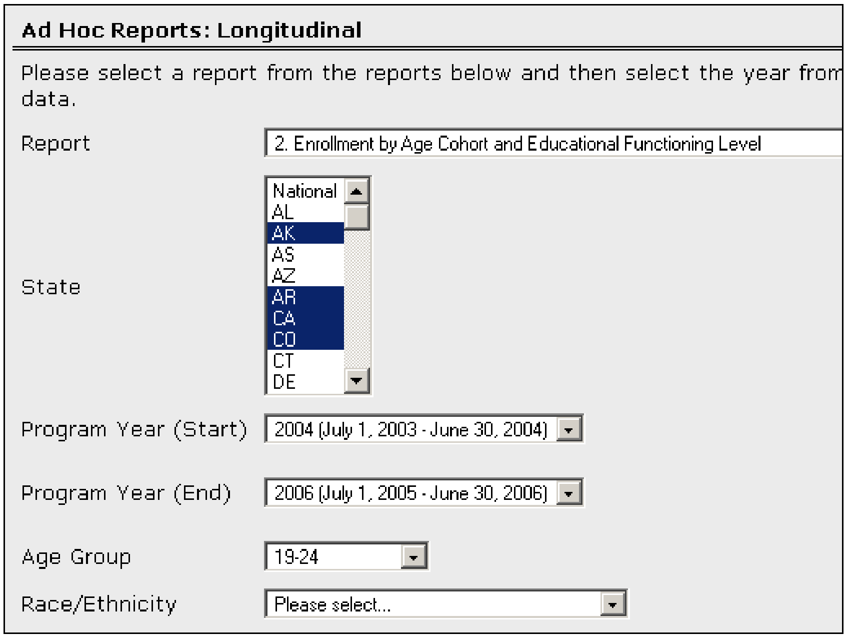


Figure 35. Ad Hoc Reports: Longitudinal

Using the drop-down menus, choose the values to be used as selection criteria for your report. You may clear your selections and start over at any time by clicking the *Reset* button.

If you select report 3, 4, 5, 6, 7, 8, 9, 10, 11 or 12 the Age Group and the Race/Ethnicity dropdown lists will be disabled.

Clicking the *Submit* button will generate the report and output it to the screen. At this point you have three (3) options:

- Print the report by choosing *File*, *Print* from your browser menu to output the data to a connected printer, or
- Clicking the *Export to Excel* button, which will convert the data to a Microsoft Excel spreadsheet, launch Microsoft Excel and output the data to the screen. The data can then be edited, manipulated, and/or printed, or
- Click the *Back* button to go back to the previous menu of report options.

Note: Printer properties may, or may not, need to be adjusted to “landscape” when printing.

10.4 Ad Hoc Reports: Enrollment Data

The Ad Hoc Reports (Figure 36) option allows the user to generate reports on Enrollment Data based on criteria selected in an ad hoc fashion, including the selection of:

- A defined time period determined by the selection of a Program Year start and a Program Year end;

- A specific Region, multiple regions, or across All Regions. See Appendix C for a Regions Listing. Or a specific state, multiple states, or across All States;
- Program Type – determined by the selection of options listed under either "Overall" or "Detail". Selecting a Program Type under "Overall" generates a report that displays the Total State Enrollment for that Program Type for the selected year(s) and state(s) or region(s). Selecting a Program Type under "Detail" generates a report that displays the Total State Enrollment for each functioning level of the selected Program Type as well as the Total State Enrollment for that Program Type for the selected year(s) and state(s) or region(s);
- A Report Type – a total of six (6) different reports on enrollment data may be generated using the Ad Hoc Reports option. See Appendix B to access detailed instructions on choosing selection criteria. The report options on Enrollment Data are as follows:
  - by Detailed Total State Enrollment,
  - by Detailed Total State Enrollment (based on ethnicity),
  - by Total State Enrollment (based on ethnicity),
  - by Total State Enrollment,
  - by Total State Enrollment (based on age),
  - by Total State Enrollment (based on ethnicity and age).

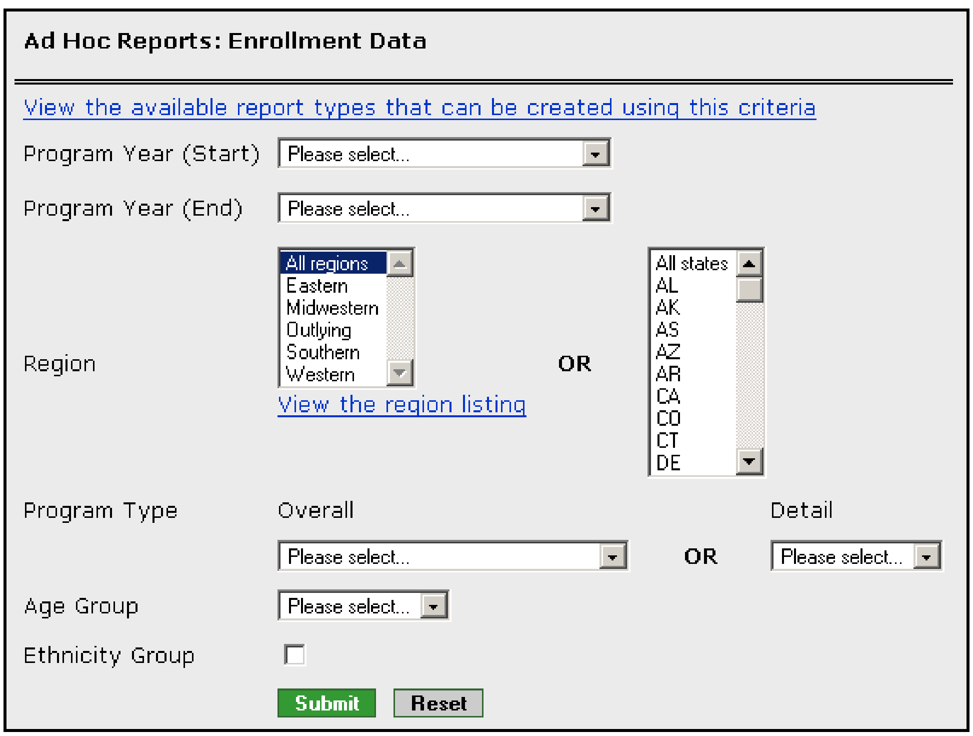


Figure 36. Ad Hoc Reports: Enrollment Data Interface

Using the drop-down menus, choose the values to be used as selection criteria for your report. You may clear your selections and start over at any time by clicking the *Reset* button.

Clicking the *Submit* button will generate the report and output it to the screen. At this point you have three (3) options:

- Print the report by choosing *File, Print* from your browser menu to output the data to a connected printer, or
- Click the *Export to Excel* button, which will convert the data to a Microsoft Excel spreadsheet, launch Microsoft Excel and output the data to the screen. The data can then be edited, manipulated, and/or printed, or
- Click the *Back* button to go back to the previous menu of report options.

Note: Printer properties may, or may not, need to be adjusted to "landscape" when printing.

10.5 Ad Hoc Reports: Educational Gains Data

The Ad Hoc Reports (Figure 37) option allows the user to generate reports on Educational Gains Data based on criteria selected in an ad hoc fashion, including the selection of:

- A defined time period determined by the selection of a Program Year start and a Program Year end;
- A specific Region, multiple regions, or across All Regions. See [Appendix C] for a Regions Listing. Or a specific state, multiple states, or across All States;
- A Functioning Level.

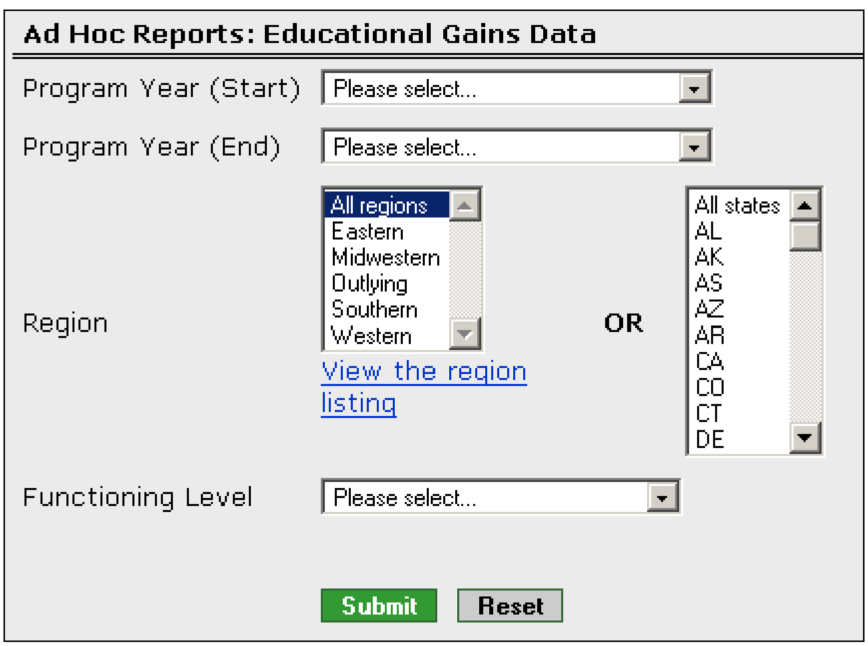


Figure 37. Ad Hoc Reports: Educational Gains Data

Using the drop-down menus, choose the values to be used as selection criteria for your report. You may clear your selections and start over at any time by clicking the *Reset* button.

Clicking the *Submit* button will generate the report and output it to the screen. At this point you have three (3) options:

- Print the report by choosing *File, Print* from your browser menu to output the data to a connected printer, or
- Click the *Export to Excel* button, which will convert the data to a Microsoft Excel spreadsheet, launch Microsoft Excel and output the data to the screen. The data can then be edited, manipulated, and/or printed, or
- Click the *Back* button to go back to the previous menu of report options.

Note: Printer properties may, or may not, need to be adjusted to “landscape” when printing.

11 NRS State Data Quality Checklist

State users can access the online version of the State Data Quality Checklist from the main NRS home page. They can enter information for any state, print the latest submitted version of the checklist for any state, and view statistics for all checklists submitted.

11.1 Complete the NRS State Data Quality Checklist

To complete the State Data Quality Checklist, go to the NRS home page and select the “Complete the NRS State Data Quality Checklist” link.

The system displays the state and program year in parentheses. If you need to complete the checklist for a different state and/or program year, please click on the “Statistical section”, select a different state and/or program year, and return to the NRS home page where you will see the new state and program year shown in parentheses.

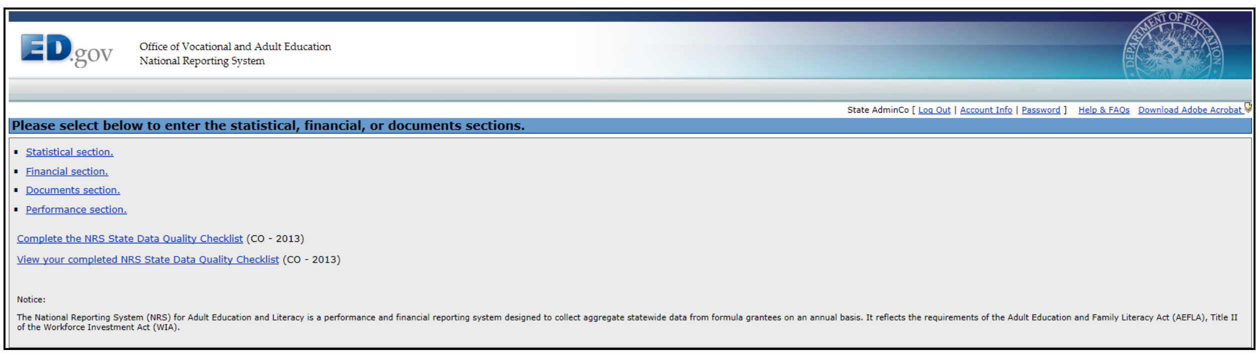


Figure 38. NRS Main Page with links to checklist

Once you select the “Complete the NRS State Data Quality Checklist” link, the system will display the online version of the checklist.

Office of Vocational and Adult Education
National Reporting System

The NRS Data Quality Checklist has an auto-save feature enabled. This form will be saved automatically every 25 minutes if you do not manually save or exit beforehand. Once an auto-save occurs, it cannot be undone.

NRS State Data Quality Checklist

Warning: The "Save" button following the Data Quality Improvement Plan must be used to save your responses.

State:	**Program Year:**	**Date:**
DC	2012	04/25/2013 01:18 PM

Completed by (name and title):
Michelle Johnson

DATA FOUNDATION AND STRUCTURE

This content area addresses whether the state has in place the foundation and structures for collecting quality data that meet NRS guidelines. Standards measure whether the state has policies for assessment, follow-up and goal setting; whether local programs know these policies; and whether the state conducts validity studies to ensure processes are working to produce accurate and reliable data. Please answer the questions under the following headings: Acceptable Quality, Superior Quality, and Exemplary Quality. Please provide an electronic copy of your assessment policy by electronic mail or a paper copy by mail or delivery service with this submission.

Data Foundation and Structure: Acceptable Quality

1. State has written assessment policies that specify:

Figure 39. Checklist data entry page

There are five points to note regarding this checklist form.

- None of the questions in the checklist are required.
- You cannot change the state; it is the state that was selected in the Statistical section of NRS.
- You should use the “Save” button at the bottom of the page at least every 25 minutes to save your responses. After 30 minutes of inactivity, your session will time out and your answers will be lost and need to be re-entered.
- If you have JavaScript enabled, the form will automatically save every 25 minutes.
- After completing and submitting a survey, you can go back and add or change answers at any time. The last checklist submitted will be the one used by OVAE.

11.2 Printing a Submitted State Data Quality Checklist

State Users may print out a submitted checklist for a state by selecting the “Print your completed NRS State Data Quality Checklist” link from the NRS main page.

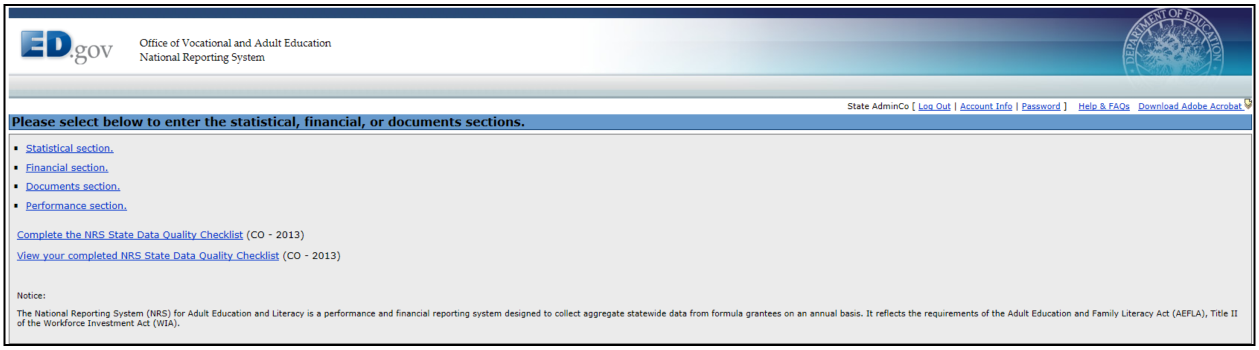


Figure 40. Print Your Completed Checklist

As with the link for completing the checklist, the state code and program year displayed in parentheses is the state checklist you will print. If you need to work with a different state and/or program year, click on the “Statistical section”, select a different state and/or program year, and return to the NRS home page where you will see the new state code and program year shown in parentheses.

After selecting this link, the system displays a page with a copy of the submitted checklist. Any questions that are missing answers will have “No answer provided.” listed for it.

The printable checklist will also contain the NRS Data Quality Checklist Certification section at the end of it, which you must sign manually and submit to OVAE.

Office of Vocational and Adult Education
National Reporting System

NRS State Data Quality Checklist

State:	Program Year:	Date:
DC	2012	02/21/2013 10:30 AM

Completed by (name and title):
Michelle Johnson

DATA FOUNDATION AND STRUCTURE

This content area addresses whether the state has in place the foundation and structures for collecting quality data that meet NRS guidelines. Standards measure whether the state has policies for assessment, follow-up and goal setting; whether local programs know these policies; and whether the state conducts validity studies to ensure processes are working to produce accurate and reliable data. Please answer the questions under the following headings: Acceptable Quality, Superior Quality, and Exemplary Quality. Please provide an electronic copy of your assessment policy by electronic mail or a paper copy by mail or delivery service with this submission.

Data Foundation and Structure: Acceptable Quality

1. State has written assessment policies that specify:

Standardized assessments to use for accountability that are valid and appropriate for adult students.	No answer provided.
Time periods (in hours or weeks) for when to pre- and posttest.	No answer provided.
Score ranges tied to educational functioning levels (EFL) for placement and for reporting gains for accountability.	No answer provided.

Figure 41. Printable completed checklist

APPENDIX A: Statistical Table Data Upload Instructions

This document contains CSV file format examples for each table listed on the OVAE NRS website. In order to take advantage of the Upload feature, each CSV file containing table data to be submitted to the repository must follow the required file format, explicitly. For accurate processing, file formats must be followed to the letter. No variation in placements of rows or columns can occur.

Following is a diagram of a sample CSV file, along with a key and description of what each line in the file represents:

Line 1
Line 2
Line 3
Line 4
Line 5

```
6
2004
DC
Type,Number
PSEP Disabled,100
PSEP Employed,200
PSEP Unemployed,300
PSEP Not in the Labor Force,400
PSEP On Public Assistance,500
```

Lines 1 through 3: These three lines are to fill values for fields consistent throughout each table. Line 1 represents the table number. Line 2 represents the year for which the data is being submitted. Line 3 represents the two-letter code corresponding to the state for which table data is being submitted.

Line 4: Represents the column headers required for this particular table. Header names cannot be altered. Additional header names may not be added.

Lines 5 and beyond: These lines represent the actual table data to be submitted. For each line of table data, the first value represents the identifying description field for the remaining data included in that specific line/row. **NOTE**: For values that equate to *Not Applicable* or *None*, a zero **MUST** be entered into the field – No field may be left blank.

How to Create a CSV File

Following are instructions on how to create a CSV file from various applications including, Microsoft Excel, Microsoft Access, and Microsoft SQL Server. **NOTE**: Users of UNIX systems would follow these exact same instructions, as these applications work on UNIX systems identical to the way they work on Windows systems.

From Microsoft Excel

1. Using the examples provided below for each table as a guide, input the data into Excel so that it looks the same (minus the commas – let each comma represent a new cell). For Line 4 and beyond, the number of columns will always be the same.

   Ex: Table 14, Line 4: Provider Agency,Total Number of Providers,Total Number of Sub-Recipients,WIA Funding Total,State Funding

   MS Excel:

	A	B	C	D	E
1	14				
2	2004				
3	DC				
4	Provider Agency	Total Number of Provic	Total Number of Sub-R	WIA Funding Total	State Funding
5					

2. Once you have completed entering data into Excel, click on *File*, then *Save As*. A window appears, give your document a name, and in the File Type listing, choose *CSV (comma delimited) (*.CSV)*

3. After saving the file, close it in Excel and open it up in a text editor program, e.g., Notepad, WordPad. Do a check to ensure the following:

   a. If a field value has a comma in it, enclose that value in quotes, e.g. “example, to use”

   b. All other fields should have no quotes, in particular, those containing numeric data.

4. After any changes, save the file again. You should now be ready to upload.

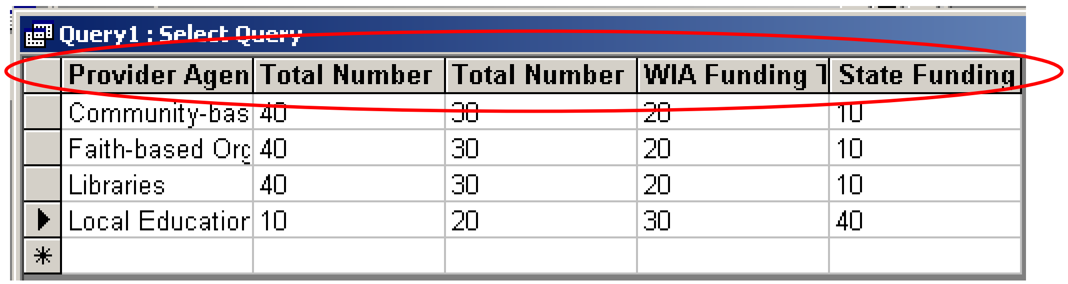
NOTE: If you receive errors during the upload, go back and check your data, using the examples as a guideline. Make sure that you have followed all of the rules. Remember, the CSV files must match the example formats explicitly. Any deviations in the location of data (differing columns or rows) will result in a failed upload. In which case, you will have to repeat the Upload process with a correctly-formatted CSV file or manually enter the data via the OVAE NRS website.

From Microsoft Access

1. Before exporting data from Access, check to ensure that you can pull up your data using a single query, for each table. Make the query column names the same as listed in Line 4 of each example file. This makes the exporting process a lot easier, and the remaining instructions are based on you doing just that.

   Ex: Table 14, Line 4: Provider Agency,Total Number of Providers,Total Number of Sub-Recipients,WIA Funding Total,State Funding

   MS Access:



Query1 : Select Query

	Provider Agen	Total Number	Total Number	WIA Funding T	State Funding
	Community-bas	40	30	20	10
	Faith-based Orç	40	30	20	10
	Libraries	40	30	20	10
▶	Local Educatior	10	20	30	40
*					

2. Once you have completed running the query, with the query results in the background, click on *File*, then *Export*. A window appears; in the File Type listing choose *Text Files*; give your document a name with a CSV extension; click *Save*.

3. The Export Text wizard appears. Select *Delimited* format; then click *Next*.

4. Select comma as your delimiter; check the box *Include field names on first row*. Click *Finish* to save the file.

5. Open the file in a text editor program, e.g., Notepad, WordPad.

6. Manually add in Lines 1 through 3, as in the file format example. Remember, Line 1 is the table number. Line 2 is the year for which you are entering data. Line 3 is the two-letter state abbreviation.

7. Check the data to ensure the following:

   a. If a field value has a comma in it, enclose that value in quotes, e.g. “example, to use”

   b. All other fields should have no quotes, in particular, those containing numeric data.

8. After any changes, save the file again. You should now be ready to upload.

NOTE: If you receive errors during the upload, go back and check your data, using the examples as a guideline. Make sure that you have followed all of the rules. Remember, the CSV files must match the example formats explicitly. Any deviations in the location of data (differing columns or rows) will result in a failed upload. In which case, you will have to repeat the Upload process with a correctly-formatted CSV file or manually enter the data via the OVAE NRS website.

From Microsoft SQL Server

1. Before exporting data from SQL Server, check to ensure that you can pull up your data, in a single separate table, for each table upload. Check the following:
    a. Make the table column names the same as listed in Line 4 of each example file.
    b. Make sure the data is in the correct order, row-wise.
    c. Make sure numeric fields are created as such, and not character or text fields.
    d. Make sure that **no** fields contain a **comma**.

    This makes the exporting process a lot easier, and the remaining instructions are based on you doing just that.
2. Create a blank text file for each table. Right click on the table in SQL Enterprise Manager and select *All Tasks*, *Export Data*.
3. Click the *Next* button twice.
4. Select *Text File* for the destination; click *Next*.
5. Select *Copy Table(s) and View(s) from source database*; click *Next*. Select your created table as the source.
6. Make sure the *Delimited* option is selected. Check the box next to *First row has column names*.
7. Make sure file type is *ANSI*; row delimiter is *CR/LF*; column delimiter is *comma*; and text qualifier is *None*.
8. Click *Next* twice; then click *Finish*.
9. Open the CSV file in a text editor, e.g., Notepad, WordPad.
10. Manually add in Lines 1 through 3, as in the file format example. Remember, Line 1 is the table number. Line 2 is the year for which you are entering data. Line 3 is the two-letter state abbreviation.
11. Check the data to ensure the following:
    a. If a field value has a comma in it, enclose that value in quotes, e.g. “example, to use”
    b. All other fields should have no quotes, in particular, those containing numeric data.
12. After any changes, save the file again. You should now be ready to upload.

NOTE: If you receive errors during the upload, go back and check your data, using the examples as a guideline. Make sure that you have followed all of the rules. Remember, the CSV files must match the example formats explicitly. Any deviations in the location of data (differing columns or rows) will result in a failed upload. In which case, you will have to repeat the Upload process with a correctly-formatted CSV file or manually enter the data via the OVAE NRS website.

File Format Examples

Table 1 - ***Participants by Entering Educational Functioning Level, Ethnicity, and Sex***

For the years 2006 and beyond, use the below format for this table. Please note the differences in the row headings for the ABE/ASE/ESL Program types.

```
1,,,,,,,,,,,,,,
2010,,,,,,,,,,,,,,
DC,,,,,,,,,,,,,,
Entering Educational Functioning Level,American Indian or Alaskan Native Male,American Indian or
Alaskan Native Female,Asian Male,Asian Female,Black or African American Male,Black or African
American Female,Hispanic or Latino Male,Hispanic or Latino Female,Native Hawaiian or Other
Pacific Islander Male,Native Hawaiian or Other Pacific Islander Female,White Male,White
Female,Two or More Races Male,Two or More Races Female
ABE Beginning Literacy,1,2,3,4,5,6,7,8,9,10,11,12,0,0
ABE Beginning Basic Education,12,11,10,9,8,7,6,5,4,3,2,1,0,0
ABE Intermediate Low,0,1,2,3,4,5,6,7,8,9,10,11,0,0
ABE Intermediate High,11,10,9,8,7,6,5,4,3,2,1,0,0,0
ASE Low,11,12,13,14,15,16,17,18,19,20,21,22,0,0
ASE High,22,21,20,19,18,17,16,15,14,13,12,11,0,0
ESL Beginning Literacy,10,11,12,13,14,15,16,17,18,19,20,21,0,0
ESL Beginning Low,21,20,19,18,17,16,15,14,13,12,11,10,0,0
ESL Beginning High,21,22,23,24,25,26,27,28,29,30,31,32,0,0
ESL Intermediate Low,32,31,30,29,28,27,26,25,24,23,22,21,0,0
ESL Intermediate High,20,21,22,23,24,25,26,27,28,29,30,31,0,0
ESL Advanced,31,30,29,28,27,26,25,24,23,22,21,20,0,0
```

For the years 1997-2005, use the below format for this table. Please note the differences in the row headings for the ABE/ASE/ESL Program types.

```
1,,,,,,,,,,,,,,
2004,,,,,,,,,,,,,,
DC,,,,,,,,,,,,,,
Entering Educational Functioning Level,American Indian or Alaskan Native Male,American Indian or
```

```
Alaskan Native Female,Asian Male,Asian Female,Black or African American Male,Black or African
American Female,Hispanic or Latino Male,Hispanic or Latino Female,Native Hawaiian or Other
Pacific Islander Male,Native Hawaiian or Other Pacific Islander Female,White Male,White
Female,Two or More Races Male,Two or More Races Female
ABE Beginning Literacy,1,2,3,4,5,6,7,8,9,10,11,12,0,0
ABE Beginning Basic Education,12,11,10,9,8,7,6,5,4,3,2,1,0,0
ABE Intermediate Low,0,1,2,3,4,5,6,7,8,9,10,11,0,0
ABE Intermediate High,11,10,9,8,7,6,5,4,3,2,1,0,0,0
ASE Low,11,12,13,14,15,16,17,18,19,20,21,22,0,0
ASE High,22,21,20,19,18,17,16,15,14,13,12,11,0,0
ESL Beginning Literacy,10,11,12,13,14,15,16,17,18,19,20,21,0,0
ESL Beginning,21,20,19,18,17,16,15,14,13,12,11,10,0,0
ESL Intermediate Low,21,22,23,24,25,26,27,28,29,30,31,32,0,0
ESL Intermediate High,32,31,30,29,28,27,26,25,24,23,22,21,0,0
ESL Low Advanced,20,21,22,23,24,25,26,27,28,29,30,31,0,0
ESL High Advanced,31,30,29,28,27,26,25,24,23,22,21,20,0,0
```

Table 2 - *Participants by Age, Ethnicity, and Sex*

```
2,,,,,,,,,,,,,,
2010,,,,,,,,,,,,,,
DC,,,,,,,,,,,,,,
Age Group,American Indian or Alaskan Native Male,American Indian or Alaskan Native Female,Asian
Male,Asian Female,Black or African American Male,Black or African American Female,Hispanic or
Latino Male,Hispanic or Latino Female,Native Hawaiian or Other Pacific Islander Male,Native
Hawaiian or Other Pacific Islander Female,White Male,White Female,Two or More Races Male,Two or
More Races Female
16-18,1,2,3,4,5,6,7,8,9,10,11,12,0,0
19-24,12,11,10,9,8,7,6,5,4,3,2,1,0,0
25-44,0,1,2,3,4,5,6,7,8,9,10,11,0,0
45-59,11,10,9,8,7,6,5,4,3,2,1,0,0,0
60 and Older,11,12,13,14,15,16,17,18,19,20,21,22,0,0
```

Table 3 - ***Participants by Program Type and Age***

```
3,,,,,
2010,,,,,
DC,,,,,
Program Type,16-18,19-24,25-44,45-59,60+
Adult Basic Education (ABE),10,20,30,40,50
Adult Secondary Education (ASE),50,40,30,20,10
English-as-a-Second Language (ESL),0,10,20,30,40
```

Table 4 - ***Educational Gains and Attendance by Educational Functioning Level***

For the years 2006 and beyond, use the below format for this table. Please note the differences in the row headings for the ABE/ASE/ESL Program types.

```
4,,,,,
2010,,,,,
DC,,,,,
Entering Educational Functioning Level,Total Attendance Hours,Number completed Level,Number who completed a Level and Advanced One or More Levels,Number Separated Before Completed,Number Remaining within Level
ABE Beginning Literacy,10,20,30,40,50
ABE Beginning Basic Education,50,40,30,20,10
ABE Intermediate Low,10,20,30,40,50
ABE Intermediate High,50,40,30,20,10
ASE Low,10,20,30,40,50
ASE High,50,40,30,20,10
ESL Beginning Literacy,10,20,30,40,50
ESL Beginning Low,50,40,30,20,10
ESL Beginning High,10,20,30,40,50
ESL Intermediate Low,50,40,30,20,10
ESL Intermediate High,10,20,30,40,50
ESL Advanced,50,40,30,20,10
```

For the years 1997-2005, use the below format for this table. Please note the differences in the row headings for the ABE/ASE/ESL Program types.

```
4,,,,,
2004,,,,,
DC,,,,,
Entering Educational Functioning Level,Total Attendance Hours,Number completed Level,Number who completed a Level and Advanced One or More Levels,Number Separated Before Completed,Number Remaining within Level
ABE Beginning Literacy,10,20,30,40,50
ABE Beginning Basic Education,50,40,30,20,10
ABE Intermediate Low,10,20,30,40,50
ABE Intermediate High,50,40,30,20,10
ASE Low,10,20,30,40,50
ASE High,50,40,30,20,10
ESL Beginning Literacy,10,20,30,40,50
ESL Beginning,50,40,30,20,10
ESL Intermediate Low,10,20,30,40,50
ESL Intermediate High,50,40,30,20,10
ESL Low Advanced,10,20,30,40,50
ESL High Advanced,50,40,30,20,10
```

Table 4a - *Educational Gains and Attendance by Educational Functioning Level, with Completion Breakdown*

For the years 2006 and beyond, uploads are not allowed for this table. For the years 1997-2005, use the below format for this table. Please note the differences in the row headings for the ABE/ASE/ESL Program types.

```
4A,
2004,
DC,
Entering Educational Functioning Level,Number who completed a Level and Advanced
ABE Beginning Literacy,100
ABE Beginning Basic Education,200
ABE Intermediate Low,300
ABE Intermediate High,400
ASE Low,500
ASE High,600
ESL Beginning Literacy,700
ESL Beginning,800
ESL Intermediate Low,900
```

```
ESL Intermediate High,1000
ESL Low Advanced,1100
ESL High Advanced,1200
```

Table 4b - *Educational Gains and Attendance for Pre- and Post-tested Participants*

For the years 2006 and beyond, use the below format for this table. Please note the differences in the row headings for the ABE/ASE/ESL Program types.

```
4B,,,,,
2010,,,,,
DC,,,,,
Entering Educational Functioning Level,Total Attendance Hours,Number Completed Level,Number who
completed a Level and Advanced One or More Levels,Number Separated Before Completed,Number
Remaining within Level
ABE Beginning Literacy,10,20,30,40,50
ABE Beginning Basic Education,50,40,30,20,10
ABE Intermediate Low,10,20,30,40,50
ABE Intermediate High,50,40,30,20,10
ASE Low,10,20,30,40,50
ASE High,50,40,30,20,10
ESL Beginning Literacy,10,20,30,40,50
ESL Beginning Low,50,40,30,20,10
ESL Beginning High,10,20,30,40,50
ESL Intermediate Low,50,40,30,20,10
ESL Intermediate High,10,20,30,40,50
ESL Advanced,50,40,30,20,10
```

For the years 1997-2005, use the below format for this table. Please note the differences in the row headings for the ABE/ASE/ESL Program types.

```
4B,,,,,
2004,,,,,
DC,,,,,
Entering Educational Functioning Level,Total Attendance Hours,Number Completed Level,Number who
completed a Level and Advanced One or More Levels,Number Separated Before Completed,Number
```

```
Remaining within Level
ABE Beginning Literacy,10,20,30,40,50
ABE Beginning Basic Education,50,40,30,20,10
ABE Intermediate Low,10,20,30,40,50
ABE Intermediate High,50,40,30,20,10
ASE Low,10,20,30,40,50
ASE High,50,40,30,20,10
ESL Beginning Literacy,10,20,30,40,50
ESL Beginning,50,40,30,20,10
ESL Intermediate Low,10,20,30,40,50
ESL Intermediate High,50,40,30,20,10
ESL Low Advanced,10,20,30,40,50
ESL High Advanced,50,40,30,20,10
```

Table 4c- *Educational Gains and Attendance For Participants in Distance Education*

For the years 1997-2005, uploads are not allowed for this table. For the years 2006 and beyond, use the below format for this table. Please note the differences in the row headings for the ABE/ASE/ESL Program types.

```
4C,,,,,
2010,,,,,
DC,,,,,
Entering Educational Functioning Level,Total Attendance Hours,Number completed Level,Number who
completed a Level and Advanced One or More Levels,Number Separated Before Completed,Number
Remaining within Level
ABE Beginning Literacy,10,20,30,40,50
ABE Beginning Basic Education,50,40,30,20,10
ABE Intermediate Low,10,20,30,40,50
ABE Intermediate High,50,40,30,20,10
ASE Low,10,20,30,40,50
ASE High,50,40,30,20,10
ESL Beginning Literacy,10,20,30,40,50
ESL Beginning Low,50,40,30,20,10
ESL Beginning High,10,20,30,40,50
ESL Intermediate Low,50,40,30,20,10
ESL Intermediate High,10,20,30,40,50
ESL Advanced,50,40,30,20,10
```

Table 5 - *Core Follow-up Outcome Achievement*

For the years 2012 and later, use the below format for this table.

```
5,,,,,
2012,,,,,
DC,,,,,
Core Follow-up Outcome Measures,Method,Number of Participants in Cohort,Number of Participants
Used for Representative Cohort,Number of Participants Responding to Survey or Available for Data
Matching,Number of Participants Achieving Outcome (Unweighted)
Entered Employment,U,20,N/A,20,20
Entered Employment,R,30,10,30,30
Retained Employment,U,40,N/A,40,40
Retained Employment,R,50,20,50,50
Obtained a GED or Secondary School Diploma,U,60,N/A,60,60
Obtained a GED or Secondary School Diploma,R,70,30,70,70
Entered Postsecondary Education or Training - current program year,U,80,N/A,80,80
Entered Postsecondary Education or Training - current program year,R,90,40,90,90
Entered Postsecondary Education or Training - prior program year,U,100,N/A,100,100
Entered Postsecondary Education or Training - prior program year,R,110,50,110,110
```

For the years 2011 and earlier, use the below format for this table.

```
5,,,,,
2010,,,,,
DC,,,,,
Core Follow-up Outcome Measures,Number of Participants with Main or Secondary Goal,Number of
Participants Included in Survey (Sampled and Universe),Number of Participants Responding to Survey
or Used for Data Matching,Number of Participants Achieving Outcome,Weighted Average Percent
Achieving Outcome
Entered Employment,10,20,30,40,50
Retained Employment,50,40,30,20,10
Obtained a GED or Secondary School Diploma,10,20,30,40,50
Entered Postsecondary Education or Training,50,40,30,20,10
```

Table 5a - *Core Follow-up Outcome Achievement for Participants in Distance Education*

For the years 2012 and later, use the below format for this table.

```
5A,,,,,,
2012,,,,,,
DC,,,,,,
Core Follow-up Outcome Measures,Method,Number of Participants in Cohort,Number of Participants Used for Representative Cohort,Number of Participants Responding to Survey or Available for Data Matching,Number of Participants Achieving Outcome (Unweighted),Percent Achieving Outcome
Entered Employment,U,10,20,30,40,50
Entered Employment,R,10,20,30,40,50
Retained Employment,U,50,40,30,20,10
Retained Employment,R,50,40,30,20,10
Obtained a GED or Secondary School Diploma,U,10,20,30,40,50
Obtained a GED or Secondary School Diploma,R,10,20,30,40,50
Entered Postsecondary Education or Training - current program year,U,50,40,30,20,10
Entered Postsecondary Education or Training - current program year,R,50,40,30,20,10
Entered Postsecondary Education or Training - prior program year,U,50,40,30,20,10
Entered Postsecondary Education or Training - prior program year,R,50,40,30,20,10
```

For the years 2011 and earlier, use the below format for this table.

```
5A,,,,,
2010,,,,,
DC,,,,,
Core Follow-up Outcome Measures,Number of Participants with Main or Secondary Goal,Number of Participants Included in Survey,Number of Participants Responding to Survey or Used for Data Matching,Number of Participants Achieving Outcome,Percent Achieving Outcome
Entered Employment,10,20,30,40,50
Retained Employment,50,40,30,20,10
Obtained a GED or Secondary School Diploma,10,20,30,40,50
Entered Postsecondary Education or Training,50,40,30,20,10
```

Table 6 - *Participant Status and Program Enrollment*

For the years 2012 and later, use the below format for this table.

```
6,
2012,
DC,
Type,Number
PSEP Disabled,100
PSEP Employed,200
PSEP Unemployed,300
PSEP Not in the Labor Force,400
PSEP On Public Assistance,500
PSEP Living in Rural Areas,600
Highest Degree or Level of School Completed No schooling,200,800
Highest Degree or Level of School Completed Grades 1-5,500,550
Highest Degree or Level of School Completed Grades 6-8,350,550
Highest Degree or Level of School Completed Grades 9-12 (no diploma),450,550
Highest Degree or Level of School Completed High School Diploma or alternate credential,400,500
Highest Degree or Level of School Completed GED,450,850
Highest Degree or Level of School Completed Some college, no degree,550,650
Highest Degree or Level of School Completed College or professional degree,700,700
Highest Degree or Level of School Completed Unknown,300,300
Program Type In Family Literacy Programs,700
Program Type In Workplace Literacy Programs,800
Program Type In Programs for the Homeless,900
Program Type In Programs for Work-based Project Learners,1000
Institutional Programs In Correctional Facilities,1100
Institutional Programs In Community Correctional Programs,1200
Institutional Programs In Other Institutional Settings,1300
Secondary Status Measures (Optional) Low Income,1400
Secondary Status Measures (Optional) Displaced Homemaker,1500
Secondary Status Measures (Optional) Single Parent,1600
Secondary Status Measures (Optional) Dislocated Worker,1700
Secondary Status Measures (Optional) Learning Disabled Adults,1800
```

For the years 2011 and earlier, use the below format for this table.

```
6,
2010,
DC,
Type,Number
PSEP Disabled,100
PSEP Employed,200
PSEP Unemployed,300
PSEP Not in the Labor Force,400
PSEP On Public Assistance,500
PSEP Living in Rural Areas,600
Program Type In Family Literacy Programs,700
Program Type In Workplace Literacy Programs,800
Program Type In Programs for the Homeless,900
Program Type In Programs for Work-based Project Learners,1000
Institutional Programs In Correctional Facilities,1100
Institutional Programs In Community Correctional Programs,1200
Institutional Programs In Other Institutional Settings,1300
Secondary Status Measures (Optional) Low Income,1400
Secondary Status Measures (Optional) Displaced Homemaker,1500
Secondary Status Measures (Optional) Single Parent,1600
Secondary Status Measures (Optional) Dislocated Worker,1700
Secondary Status Measures (Optional) Learning Disabled Adults,1800
```

Table 7 - *Adult Education Personnel by Function and Job Status*

For the years 2012 and later, use the below format for this table.

```
7,,,
2012,,,
DC,,,
Function,Total Number of Part-time Personnel,Total Number of Full-time Personnel,Unpaid Volunteers
State-level Administrative/Supervisory/Ancillary Services,10,20,30
Local-level Administrative/Supervisory/Ancillary Services,30,20,10
Local Teachers,10,20,30
Local Counselors,30,20,10
Local Paraprofessionals,10,20,30
"""Teachers' Years of Experience in Adult Education""",,,
Less than one year,20,20,
One to three years,40,40,
More than three years,60,60,
Teacher Certification,,,
No Certification,10,10,
Adult Education Certification,30,30,
K-12 Certification ,50,50,
Special Education Certification,70,70,
TESOL Certification,90,90,
```

For the years 2011 and earlier, use the below format for this table.

```
7,,,
2010,,,
DC,,,
Function,Total Number of Part-time Personnel,Total Number of Full-time Personnel,Unpaid Volunteers
State-level Administrative/Supervisory/Ancillary Services,10,20,30
Local-level Administrative/Supervisory/Ancillary Services,30,20,10
Local Teachers,10,20,30
Local Counselors,30,20,10
Local Paraprofessionals,10,20,30
```

Table 8 - *Outcomes for Adults in Family Literacy Programs*

For the years 2012 and later, use the below format for this table.

```
8,,,,,
2012,,,,,
DC,,,,,
Core Follow-up Outcome Measures,Method,Number of Participants in Cohort,Number of Participants
Used for Representative Cohort,Number of Participants Responding to Survey or Available for Data
Matching,Number of Participants Achieving Outcome (Unweighted)
Completed an Educational Functioning Level*,U,10,N/A,10,10
Entered Employment,U,20,N/A,20,20
Entered Employment,R,30,10,30,30
Retained Employment,U,40,N/A,40,40
Retained Employment,R,50,20,50,50
Obtained a GED or Secondary School Diploma,U,60,N/A,60,60
Obtained a GED or Secondary School Diploma,R,70,30,70,70
Entered Postsecondary Education or Training - current program year,U,80,N/A,80,80
Entered Postsecondary Education or Training - current program year,R,90,40,90,90
Entered Postsecondary Education or Training - prior program year,U,100,N/A,100,100
Entered Postsecondary Education or Training - prior program year,R,110,50,110,110
Increased Involvement in Children's Education,U,120,N/A,120,120
Increased Involvement in Children's Education,R,130,60,130,130
Helped more frequently with school,,140,70,140,140
Increased contact with children's teachers,,150,80,150,150
More involved in children's school activities,,160,90,160,160
Increased Involvement in Children's Literacy Activities,U,170,N/A,170,170
Increased Involvement in Children's Literacy Activities,R,180,100,180,180
Reading to children,,190,110,190,190
Visiting library,,200,120,200,200
Purchasing books or magazines,,210,130,210,210
```

For the years 2011 and earlier, use the below format for this table.

```
8,,,,,
2010,,,,,
DC,,,,,
Core Follow-up Outcome Measures,Number of Participants with Main or Secondary Goal,Number of Participants Included in Survey (Sampled and Universe),Number of Participants Responding to Survey or Used for data Matching,Response Rate or Percent available for Match,Number of Participants Achieving Outcome
Completed an Educational Functioning Level,10,,,,50
Entered Employment,50,40,30,20,10
Retained Employment,10,20,30,40,50
Obtained a GED or Secondary School Diploma,50,40,30,20,10
Entered Postsecondary Education or Training,10,20,30,40,50
Increased Involvement in children's education,50,40,30,20,10
Helped more frequently with school,,,,,50
Increased contact with children's teachers,,,,,10
More involved in children's school activities,,,,,50
Increased involvement in children's literacy activities,50,40,30,20,10
Reading to children,,,,,50
Visiting library,,,,,10
Purchasing books or magazines,,,,,50
```

Table 9 - ***Outcomes for Adults in Workplace Literacy Programs***

For the years 2012 and later, use the below format for this table.

```
9,,,,,
2012,,,,,
DC,,,,,
Core Follow-up Outcome Measures,Method,Number of Participants in Cohort,Number of Participants Used for Representative Cohort,Number of Participants Responding to Survey or Available for Data Matching,Number of Participants Achieving Outcome (Unweighted)
Completed an Educational Functioning Level*,U,10,N/A,10,10
Entered Employment,U,20,N/A,20,20
Entered Employment,R,30,10,30,30
Retained Employment,U,40,N/A,40,40
Retained Employment,R,50,20,50,50
Obtained a GED or Secondary School Diploma,U,60,N/A,60,60
Obtained a GED or Secondary School Diploma,R,70,30,70,70
Entered Postsecondary Education or Training - current program year,U,80,N/A,80,80
Entered Postsecondary Education or Training - current program year,R,90,40,90,90
Entered Postsecondary Education or Training - prior program year,U,100,N/A,100,100
Entered Postsecondary Education or Training - prior program year,R,110,50,110,110
```

For the years 2011 and earlier, use the below format for this table.

```
9,,,,,
2010,,,,,
DC,,,,,
Core Follow-up Outcome Measures,Number of Participants with Main or Secondary Goal,Number of Participants Included in Survey (Sampled and Universe),Number of Participants Responding to Survey or Used for data Matching,Response Rate or Percent available for Match,Number of Participants Achieving Outcome
Completed an Educational Functioning Level,10,,,,50
Entered Employment,50,40,30,20,10
Retained Employment,10,20,30,40,50
Obtained a GED or Secondary School Diploma,50,40,30,20,10
Entered Postsecondary Education or Training,10,20,30,40,50
```

Table 10 - *Outcomes for Adult Correctional Education Programs*

For the years 2012 and later, use the below format for this table.

```
10
2012
DC
Core Follow-up Outcome Measures,Method,Number of Participants in Cohort,Number of Participants Used for Representative Cohort,Number of Participants Responding to Survey or Available for Data Matching,Number of Participants Achieving Outcome (Unweighted)
Completed an Educational Functioning Level*,U,10,N/A,10,10
Entered Employment,U,20,N/A,20,20
Entered Employment,R,30,10,30,30
Retained Employment,U,40,N/A,40,40
Retained Employment,R,50,20,50,50
Obtained a GED or Secondary School Diploma,U,60,N/A,60,60
Obtained a GED or Secondary School Diploma,R,70,30,70,70
Entered Postsecondary Education or Training - current program year,U,80,N/A,80,80
Entered Postsecondary Education or Training - current program year,R,90,40,90,90
Entered Postsecondary Education or Training - prior program year,U,100,N/A,100,100
Entered Postsecondary Education or Training - prior program year,R,110,50,110,110
```

For the years 2011 and earlier, use the below format for this table.

```
10,,,,,
2010,,,,,
DC,,,,,
Core Follow-up Outcome Measures,Number of Participants with Main or Secondary Goal,Number of Participants Included in Survey (Sampled and Universe),Number of Participants Responding to Survey or Used for data Matching,Response Rate or Percent available for Match,Number of Participants Achieving Outcome
Completed an Educational Functioning Level,10,,,,50
```

```
Entered Employment,50,40,30,20,10
Retained Employment,10,20,30,40,50
Obtained a GED or Secondary School Diploma,50,40,30,20,10
Entered Postsecondary Education or Training,10,20,30,40,50
```

Table 11 - *Secondary Outcome Measures*

```
11,,
2010,,
DC,,
Secondary Outcome Measures,Number of Participants with Main or Secondary Goal or Status,Number of
Participants Obtaining Outcome
Achieved work-based project learning goal,100,200
Left public assistance,200,100
Achieved citizenship skills,100,200
Increased involvement in children's education,200,100
Increased involvement in children's literacy activities,100,200
Voted or registered to vote,200,100
Increased involvement in community activities,100,200
```

Table 12 - *Work-based Project Learners by Age, Ethnicity, and Sex*

```
12,,,,,,,,,,,,,,
2010,,,,,,,,,,,,,,
DC,,,,,,,,,,,,,,
Age Group,American Indian or Alaskan Native Male,American Indian or Alaskan Native Female,Asian
Male,Asian Female,Black or African American Male,Black or African American Female,Hispanic or
Latino Male,Hispanic or Latino Female,Native Hawaiian or Other Pacific Islander Male,Native
Hawaiian or Other Pacific Islander Female,White Male,White Female,Two or More Races Male,Two or
More Races Female
16-18,10,20,30,40,50,60,70,80,90,100,110,120,0,0
19-24,120,110,100,90,80,70,60,50,40,30,20,10,0,0
25-44,10,20,30,40,50,60,70,80,90,100,110,120,0,0
45-59,120,110,100,90,80,70,60,50,40,30,20,10,0,0
60 and Older,10,20,30,40,50,60,70,80,90,100,110,120,0,0
```

Table 13 - ***Core Follow-up Outcome Achievement for Prior Reporting Year and for Unintended Outcomes***

For the Program year 2012 and later, uploads and updates are not allowed for this table.

```
13,,
2010,,
DC,,
Core Follow-up Outcome Measures,Number of Participants with Main or Secondary Goal Who Achieved
Outcome but Were Not Reported in the Prior Reporting Period,Number of Participants Achieving
Outcome in Current Year Who Did Not Have the Outcome as a Goal
Entered Employment,10,20
Retained Employment,20,10
Obtained a GED or Secondary School Diploma,10,20
Placed in postsecondary education or training,20,10
```

Table 14 - ***Local Grantees by Funding Source and Number of Students***

```
14,,,,
2010,,,,
DC,,,,
Provider Agency,Total Number of Providers,Total Number of Sub-Recipients,WIA Funding Total,State
Funding Total
Local Education Agencies,10,20,30,40
Community-based Organizations,40,30,20,10
Faith-based Organizations,10,20,30,40
Libraries,40,30,20,10
Community Junior or Technical Colleges,10,20,30,40
Four-year Colleges or Universities,40,30,20,10
Other Institutions of Higher Education,10,20,30,40
Correctional Institutions,40,30,20,10
Other Institutions (non-correctional),10,20,30,40
All Other Agencies,40,30,20,10
```

APPENDIX B: Ad Hoc Reports: Enrollment Data Report Types

Listed below are six (6) report types available using OVAE NRS Enrollment Data. To generate the report, values must be entered in each field listed under the *Selection Criteria* heading associated with each report. Clicking the *Submit* button will generate the report and output it to the screen.

Report Type	Selection Criteria
1. Detailed Total State Enrollment	1. Program Year (Start) 2. Program Year (End) 3. Region(s) or State(s) 4. Program Type: Detail 5. Submit
2. Detailed Total State Enrollment (based on ethnicity)	1. Program Year (Start) 2. Program Year (End) 3. Region(s) or State(s) 4. Program Type: Detail 5. Check Ethnicity Group box 6. Submit
3. Total State Enrollment (based on ethnicity)	1. Program Year (Start) 2. Program Year (End) 3. Region(s) or State(s) 4. Program Type: Overall 5. Check Ethnicity Group box 6. Submit
4. Total State Enrollment	1. Program Year (Start) 2. Program Year (End) 3. Region(s) or State(s) 4. Program Type: Overall 5. Submit
5. Total State Enrollment (based on age)	1. Program Year (Start) 2. Program Year (End) 3. Region(s) or State(s) 4. Program Type: Overall 5. Age Group: pick “Select All” 6. Submit
6. Total State Enrollment (based on ethnicity and age)	1. Program Year (Start) 2. Program Year (End) 3. Region(s) or State(s) 4. Age Group: one of the following ○ 16-18 ○ 19-24 ○ 24-44 ○ 45-59 ○ 60 and older 5. Check Ethnicity Group box 6. Submit

APPENDIX C: Region Listing

Region Listing

Region Name	State Name
Eastern	• Connecticut • Delaware • District of Columbia • Maine • Maryland • Massachusetts • New Hampshire • New Jersey • New York • Pennsylvania • Puerto Rico • Rhode Island • Vermont • Virgin Islands
Southern	• Alabama • Arkansas • Florida • Georgia • Kentucky • Louisiana • Mississippi • North Carolina • Oklahoma • South Carolina • Tennessee • Texas • Virginia • West Virginia
Midwestern	• Illinois • Indiana • Iowa • Kansas • Michigan • Minnesota • Missouri • Nebraska • North Dakota • Ohio • South Dakota • Wisconsin
Western	• Alaska • Arizona • California • Colorado • Hawaii • Idaho • Montana • Nevada • New Mexico • Oregon • Utah • Washington • Wyoming
Outlying	• American Samoa • Federated States of Micronesia • Guam • Marshall Islands • Northern Mariana Islands • Palau

Appendix D – PDF Accessibility Tips

You must have Adobe Acrobat 8 Professional installed to use these tips to create and edit PDF documents.

Creating an Accessible Adobe PDF file from Microsoft Office Applications

Enhance Accessibility of MS Word Document

To enhance the accessibility of your MS Word documents before converting them to PDF:

- Use styles to format your Word document, such as titles, headings and paragraphs
- Use the *Columns* command in Word to create columns in lieu of tabbing
- Use the *Insert Table* command or *Draw Table* tool in Word to create tables
- Add alternate text to all images. To add alternate text:
    1. Right click on the image
    2. Select *Format Picture*
    3. Select the *We*b tab
    4. Type a description of the image in the *Alternative Text* field
    5. Select the *OK* button

Convert Document to Adobe PDF

1. Open your document in the chosen MS Office application (Word, PowerPoint, Excel).
2. Choose *Adobe PDF > Change Conversion Settings*. Ensure the following settings are enabled:
    - Attach source file to Adobe PDF
    - Add Links to Adobe PDF
    - Add Bookmarks to Adobe PDF
    - Enable Accessibility and Reflow with Tagged PDF
3. Click the *OK* button to close the Acrobat PDF Maker window
4. Choose *Adobe PDF > Convert to Adobe PDF*
5. Select a location at which to save the PDF, and select the *Save* button. The PDF will be generated and opened in Adobe Acrobat Professional.

Test PDF Document for Accessibility

Quick Check

To Quick Check your PDF document for accessibility:

1. Open your PDF in Adobe Acrobat Professional
2. Select *Advanced* > *Accessibility* > *Quick Check*

Full Check

To Full Check your PDF document for accessibility:

1. Open your PDF in Adobe Acrobat Professional
2. Select *Advanced* > *Accessibility* > *Full Check*
    - Select *Create Accessibility Report*, and choose a location for the report
    - Specify the pages you want included in the check
    - Select the Checking Options that you want included in the check
    - Choose the *Start Checking* button

Read Out Loud

To Full Check your PDF document for accessibility:

1. Open your PDF in Adobe Acrobat Professional
2. Select *View* > *Read Out Loud* and listen to Acrobat read the document to you

If problems exist, you may need to tag some elements in your document.

Tag PDF Document

The tagging process is a critical step necessary to ensure your PDF is accessible to assistive technology such as screen readers. Tagged documents follow a logical structure that allows screen readers to navigate to a page, read information and interpret graphics.

In Adobe Acrobat Professional you can tag a PDF document using the following method:

1. Open your PDF in Adobe Acrobat Professional
2. Choose *Advanced* > *Accessibility* > *Add Tags to Document*

Depending on what elements your document contains, such as images and links, you may need to add additional tags to make your PDF fully accessible to screen readers such as JAWS and Window Eyes.

Applying Tags Manually to Fix Problem Areas

To create a tags tree for untagged PDF file:

1. Open your PDF in Adobe Acrobat Professional
2. Open the Tags tab in the Navigation pane, or choose *View* > *Navigation Tabs* > *Tags* to open the Tags tab
3. Choose *Options* > *New Tag*. Label the tag and select the *OK* button.
4. Highlight the tag name
5. On the right of the window, select *Options* > *Properties* to add alt text. Select the *Close* button.
6. Save the document.

Adding tags to already tagged PDF tree:

1. Select the element preceding the new tag
2. Choose *Options* > *New Tag*
3. In the menu, choose the type of element you want to create, and enter a title. Select the *OK* button.
4. If necessary, drag the new element to the desired position in the tags tree and then save the document.

Adding Alt Text

If your document has no descriptive text or alt text on images, the image itself will provide no information to a screen reader and the image is not accessible. To remedy this, add alt text:

1. In the tags tree, find the <Link> tag
2. Right click on the <Link> tag
3. Select *Options* > *Properties*
4. Enter alt text and select the *Close* button

Additional Resources

- Adobe Acrobat 8 Professional User Guide - http://help.adobe.com/en_US/Acrobat/8.0/Professional/help.pdf (Chapter 10)
- Using Accessibility Features Within Acrobat 8 - http://www.adobe.com/enterprise/accessibility/popup_acr8_accessibility.html
- Assessing PDF Files for Accessibility - http://www.adobe.com/enterprise/accessibility/popup_assess_pdfs.html
- Creating Accessible PDF Files - http://www.adobe.com/enterprise/accessibility/popup_create_pdfs.html